DOCUMENT RESUME

ED 073 446 24 CS 000 428

AUTHOR	Butts, Priscilla; Sanders, June
TITLE	Motivated Reading: The Supervisor's Manual for a Tutorial Reading Program. Part 2: Supervisor's Materials and Tutor's Guide.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
BUREAU NO	BR-5-0216
PUB DATE	Sep 72
CONTRACT	OEC-5-10-154
NOTE	77p.; Practical Paper Number 12
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Intermediate Grades; Junior High School Students; *Reading; Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Materials; *Reading Programs; Reading Skills; *Training Techniques; *Tutorial Programs

ABSTRACT

This manual contains supervisor's materials and a tutor's guide to accompany CS 000 427. There are samples of materials that can be duplicated for tutor training and student instruction. Included in this manual are: (1) suggestions for subdivision of pages and adaptation of comprehension questions; (2) lesson sheets and review sheets; (3) record materials which include attendance sheets, daily session sheets, a progress chart, a list of goals, a student information record form, and a sample letter to parents; (4) materials for tutors; (5) training materials such as schedules, an assembly of materials, and a review of procedures; and (6) procedures for tutoring. Appendixes are also included. (WR)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 073446

PRACTICAL PAPER NO. 12

MOTIVATED READING: A SUPERVISOR'S MANUAL FOR A TUTORIAL READING PROGRAM PART 2

REPORT FROM THE PROJECT ON MOTIVATED LEARNING

FILMED FROM BEST AVAILABLE COPY

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
U. S. Office of Education

Center No. C-03
Madison, Wisconsin
Contract OE 5-10-154

CS000428

EXPERIMENTAL COPY

ED 073446

Practical Paper No. 12

MOTIVATED READING: THE SUPERVISOR'S MANUAL FOR A TUTORIAL READING PROGRAM

Part 2
Supervisor's Materials and Tutor's Guide

by
Priscilla Butts and June Sanders
Milwaukee Public Schools

Report from the
Project on Motivated Learning

A. W. Staats, Principal Investigator

Wisconsin Research and Development Center
for Cognitive Learning
University of Wisconsin
Madison, Wisconsin

September 1972

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Center No. C-03 / Contract OE 5-10-154

Table of Contents

Part 2

	Page
Supervisor's Materials	1
I. Changes for Preparing Materials	1
Subdivision of Pages	2
Adaptation of Comprehension Questions	3
II. Lesson Materials	5
Lesson Sheet for Pages; Example	7
Lesson Sheet for Chapters; Example	11
Review Sheet	15
Graph; Example	17
III. Record Materials About Students	21
Attendance Sheet	23
Daily Session Sheet	25
Progress Chart; Example	27
Directions for Completing Progress Chart	31
List of Goals	33
Student Information Record	35
Sample Letter to Parents	36
IV. Materials for Tutors	37
Application for Tutor	39
Interviewing the Applicant	41
Time Sheet	43
V. Training Materials	45
Training Schedules	46
Assembly of Tutor and Student Materials	48
Review of Procedures	49
Tutor's Guide	51
Description of the Tutorial Program	53
Procedures for Tutoring	55
Appendices	75
Word Lists for Cards	77
Answer Keys for Questions	89

Supervisor's Materials

I. Changes for Preparing Materials

Subdivision of Pages
Adaptation of Comprehension Questions

Subdivision of Pages

The following changes involve subdividing pages into paragraph units at the beginning of the first three books. This allows for fewer words to be introduced at one time before oral reading in the book. The changes are to be made by simply writing the paragraph number in the margin wherever a subdivision begins.

Book 1

page 1
- par. 1 begins with Chapter One
- par. 2 begins with I give up...
- par. 3 begins with I can't...
- par. 4 begins with Listen...
- par. 5 begins with There are...
- par. 6 begins with Well, know...
- par. 7 begins with Gabby...

page 2
- par. 1 begins with Now think...
- par. 2 begins with I'm thinking...
- par. 3 begins with He started...
- par. 4 begins with What did...
- par. 5 begins with Oh man...

page 3
- par. 1 begins with On your way...
- par. 2 begins with Gabby started...
- par. 3 begins with He thought...
- par. 4 begins with He started...
- par. 5 begins with The walk (mid line)...

page 6
- par. 1 begins with The Morgan...
- par. 2 begins with Gabby stopped...
- par. 3 begins with Gabby started...
- par. 4 begins with The name...

page 7
- par. 1 begins with Someone was moving...
- par. 2 begins with Gabby heard...
- par. 3 begins with Stop it...
- par. 4 begins with Be still...

page 8
- par. 1 begins with Now then...
- par. 2 begins with She closed...
- par. 3 begins with Yes Ma'am...

page 9
- par. 1 begins with It's time...
- par. 2 begins with Gabby could...
- par. 3 begins with Gabby said...

page 10
- par. 1 begins with He started...
- par. 2 begins with Then all...

page 12
- par. 1 begins with Behind the...
- par. 2 begins with Gabby looked...

page 13
- par. 1 begins with The garden...
- par. 2 begins with At last...

page 15
- par. 1 begins with Oh no...
- par. 2 begins with Gabby looked up...

Book 2

page 1
- par. 1 begins with A voice...
- par. 2 begins with Bill looked...
- par. 3 begins with Gabby said...

page 2
- par. 1 begins with I just...
- par. 2 begins with Gabby said...
- par. 3 begins with Just then...

page 4
- par. 1 begins with When do...
- par. 2 begins with How come...
- par. 3 begins with Oh Bill...

page 5
- par. 1 begins with What do...
- par. 2 begins with Ha, I'll...

page 6
- par. 1 begins with Oh Ham...
- par. 2 begins with Vinny...

page 7
- par. 1 begins with Well this...
- par. 2 begins with Well I'll...

page 9
- par. 1 begins with They...
- par. 2 begins with The alley...

Book 3

page 1
- par. 1 begins with A stranger...
- par. 2 begins with Nothing...
- par. 3 begins with Before...

page 2
- par. 1 begins with As Gabby...
- par. 2 begins with As Gabby...

page 3
- par. 1 begins with Luck...
- par. 2 begins with Good...

page 4
- par. 1 begins with The stranger...
- par. 2 begins with Are you...

Note: Wherever any sentence extends from one page onto the next page (in any of the books), the student continues reading until the end of the sentence. The reading material for the next page begins with the first complete sentence.

Adaptation of Comprehension Questions

The following changes are to be written in the books; they include two types:

1. Mark with a check the exercises which are to be answered for each chapter (when more than one exercise appears for a chapter). Throughout the books omit all exercises entitled "To Think About and Talk About."
2. Cross out and write in new directions for some of the exercises. Omit all directions that say "Write the sentence," and change to "Write the letter or word only."

Book 1

Chapter 1
- Mark only the exercise titled "The Mystery of the Missing Word."

Chapter 2
- Mark only the two exercises titled "Who Did What" and "Why."
- Change "Write the sentence on your paper" to read "Write only the letter."

Chapter 3
- Mark only the exercise titled "Who Is Who."

Chapter 4
- Mark only the exercise titled "Find the Right Word."

Chapter 5
- Mark only the exercise titled "Which Is Right."
- Change "write only those sentences that are true" to read "write true or false."

Chapter 6
- Mark only the exercise titled "Remember Why."

Chapter 7
- Mark only the exercise titled "Tell Who Did It."

Chapter 8
- Mark only the exercise titled "Find the Mystery Word."

Book 2

Chapter 1
- Mark only the exercise titled "Which Is Right."
- Change "Write only those sentences that are true" to read "Write true or false for each sentence."

Chapter 2
- Mark only the exercise titled "Find the Mystery Word."

Chapter 3
- Mark only the exercise titled "People and Places."

Chapter 4
- Mark only the exercise titled "True or Not."

Chapter 6
- Mark only the exercise titled "Find the Mystery Word."
- Change "Write the sentence" to "Write only the words."

Chapter 8
- Mark only the exercise titled "Which Is Right."
- Change "Write only the sentences" to read "Write true or false for each sentence."

Book 3

Chapter 2
- Mark only the exercise titled "Was It, or Wasn't It."
- Change "Write only the sentences that are true" to read "Write true or false for each sentence."

Chapter 4
- Mark only the exercise titled "Do You Know Why."

Chapter 5
- Mark only the exercise titled "True or Not True."
- Change directions to read "Write T if true or F if false."

Chapter 8
- Change the title from "To Think and Talk About" to "Find the Right Answer."
- Add directions to read "Write a short answer for each question."
- Omit "Why had they come" from question 1.
- Omit "And why" from question 4.
- Omit question 7 entirely.

Book 4

Chapter 2
- Mark the exercise titled "Was It or Wasn't It."
- Change "Write each sentence that does not belong in the story" to read "Write true or false for each answer."

Chapter 4
- Mark the exercise titled "True or Not True."
- Change directions to read "Arrange the sentences below in the order in which they happened in the chapter." Write letters to show answers.
- Change numbers 1 through 6 to letters a through f.

Book 4 (continued)

Chapter 8

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if false after each."

Book 5 - No changes needed.

Book 6

Chapter 1

Mark only the exercise titled "Was It or Wasn't It."

Change directions to read "Write T if true and F if false for each answer."

Chapter 5

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if False."

Chapter 7

Mark only the exercise titled "Was It or Wasn't It."

Change "Copy each sentence that belongs in the story" to read "Write T if true and F if false for each sentence."

Chapter 8

Mark only the exercise titled "Who Is Who."

Book 7

Chapter 1

Mark only the exercise titled "True or Not True."

Change directions to read "Write T if true and F if false."

Chapter 4

Mark only the exercise titled "What Really Happened."

Change "Write each sentence that belongs in the story" to read "Write T if true and F if false for each sentence."

Chapter 5

Mark only the exercise titled "Find the Wrong Word."

Chapter 6

Mark only the exercise titled "Choose the Right Answer."

Add letters to answers given. (a through m)

"Write only the letter for each answer."

Chapter 8

Mark only the exercise titled "What Happened First."

Change directions to read "Arrange sentences in the order in which they happened."

"Write only letters to show answers."

Omit "Number your paper from 1 to 12."

Omit questions 1, 3, 5, 7, 11, and 12.

Change numbers to letters for the other sentences; a through f.

Book 8

Chapter 1

Mark only the questions titled "True or Not True."

Change directions to read "Write T if true and F if false."

Chapter 7

Mark the exercise titled "What Happened First."

Change directions to read "Arrange the sentences in the order in which they happened."

"Write letters to show answers."

Omit sentences 2, 4, 5, 7, 9, 11, and 14.

Change numbers for the other sentences to letters: a through g.

Note: Answer keys for these adapted questions appear in the Tutor's Guide.

II. Lesson Materials

Lesson Sheet for Pages; Example
Lesson Sheet for Chapters; Example
Review Sheet
Graph; Example

Lesson Sheet for Pages

Book _____ Student _____

Chapter _____ Tutor _____

Page	Single Words	1	2	3	4	5	6	Oral Reading	Time in/out	Date	Session	Tokens B	Y	R	Pts.

Lesson Sheet for Pages

Book 4 Student Thomas Herrin

Chapter 1 Tutor D Jenkins

Page	Single Words	1	2	3	4	5	6	Oral Reading	Time In/out	Date	Session	Tokens B	Y	R	Pts.
1	are	O	+						1:57	1/19	32	3	5	1	
	fog	O	+												
	happens	O	+												
2	thick	O	+					t, c				4	1		
	grease	O	+										1		
	pocket	O	+												
	lift	O	+												
3	angry	O	+									3	3	1	
	late	O	+												
	stole	O	+												
4	crew	O	O	+					2:36			3	1	1	
	engine	O													
	use	O													
												(3	(1	(2	
											x	1	x 2	x 5	
												3 +	2 +	10 =	15
5	pilothouse	O	+						1:54	1/20	33	3	3	1	
	shack	O	+												
	sticky	O	+												
6													1	1	
8	cache	O	O	+				t, v, c				4	2		
	load	O	+					t					1		
	smoke	O	+												
	rolled	O	+						2:35						
												(1	(1	(2	
											x	1	x 2	x 5	
												1 +	1 +	10 =	12

Lesson Sheet for Chapters

Book _____ Student _____

Chapter _____ Tutor _____

Silent Reading

_____

_____

_____

_____

Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

Time in/out	Date	Session	Token B	Token Y	Token R	Points

Lesson Sheet for Chapters

Book: 4

Chapter: 3

Student: Thomas Harris

Tutor: D Jenkins

Silent Reading

6 pages

Questions 88%

1. grease +
2. morning +
3. accident +
4. ~~said~~ looked +
5. south +
6. wished +
7. night +
8. fish +
9. what +
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.

Time in/out	Date	Session	Token B	Token Y	Token R	Points
1:58	1/22	35		6		
				1	8	
				(7)	(8)	
				x2	x5	
				14 +	40	= 54

Review Sheet

Book _____ Student _____

Tutor _____

Chapter	Review words	1	2	3	4	5	6	Session	Date	Tokens B	Tokens Y	Tokens R	Percent
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												
	17												
	18												
	19												
	20												
	21												
	22												
	23												
	24												
	25												
	26												
	27												
	28												
	29												
	30												
	31												
	32												
	33												
	34												
	35												
	36												
	37												
	38												
	39												
	40												
	41												
	42												
	43												
	44												
	45												
	46												
	47												
	48												
	49												
	50												

Graph

Student _____

Tutor _____

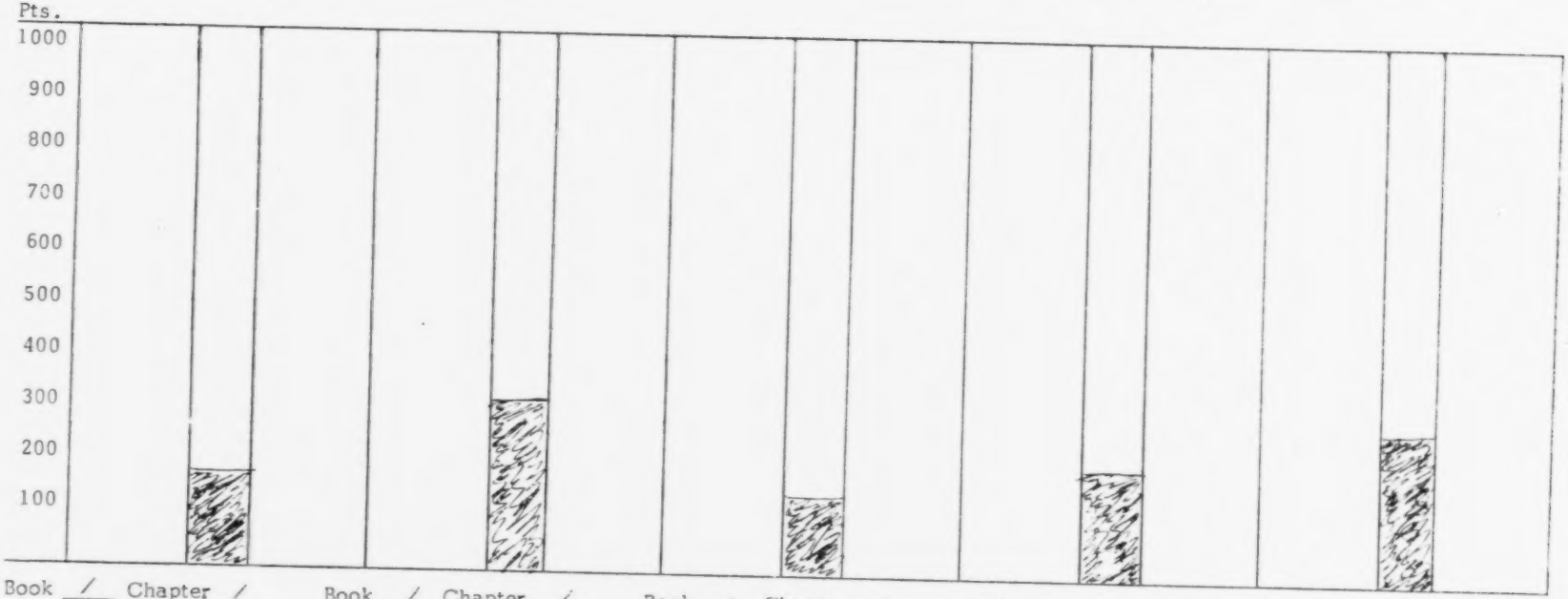
Goal _____

Book ____ Chapter ____	Book ____ Chapter ____	Book ____ Chapter ____	Book ____ Chapter ____	Book ____ Chapter ____
Session _____	Session _____	Session _____	Session _____	Session _____
Date _____	Date _____	Date _____	Date _____	Date _____
Blue x 1 _____	Blue x 1 _____	Blue x 1 _____	Blue x 1 _____	Blue x 1 _____
Yellow x 2 _____	Yellow x 2 _____	Yellow x 2 _____	Yellow x 2 _____	Yellow x 2 _____
Red x 3 _____	Red x 3 _____	Red x 3 _____	Red x 3 _____	Red x 3 _____
Session Pts. _____	Session Pts. _____	Session Pts. _____	Session Pts. _____	Session Pts. _____
Carry-over _____	Carry-over _____	Carry-over _____	Carry-over _____	Carry-over _____
Total Pts. _____	Total Pts. _____	Total Pts. _____	Total Pts. _____	Total Pts. _____

Graph

Student Reginald Moss
Tutor Jane Sanders

Goal Fish sandwich 300
Big Chef 450

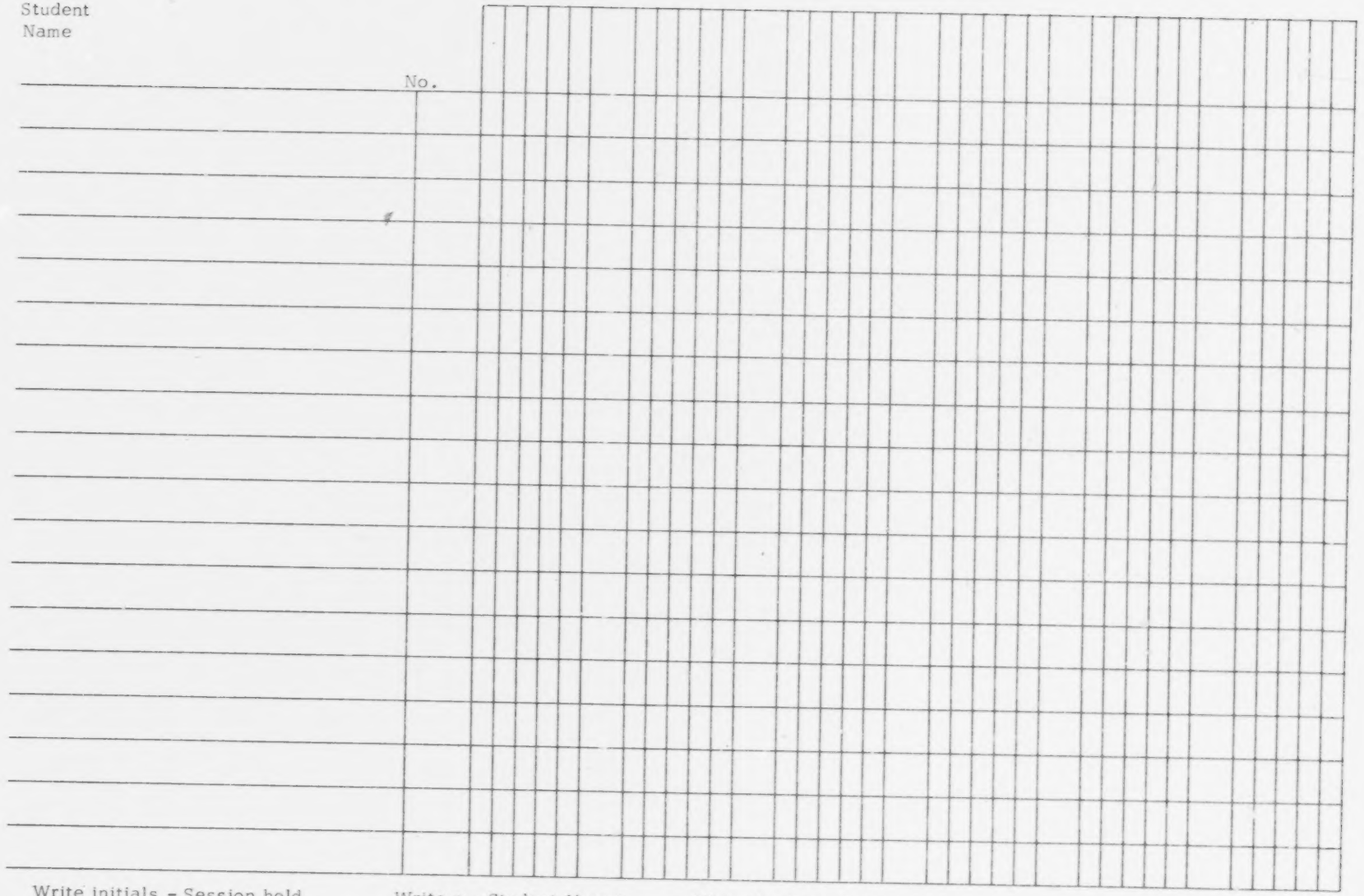


Book 1 Chapter 1	Book 1 Chapter 1	Book 1 Chapter 1	Book 1 Chapter 1	Book 1 Chapter 1
Session 1	Session 2	Session 3	Session 4	Session 5
Date 9/30	Date 10/1	Date 10/3	Date 10/6	Date 10/7
20 Blue x 1 20	33 Blue x 1 33	23 Blue x 1 23	7 Blue x 1 7	31 Blue x 1 31
68 Yellow x 2 136	55 Yellow x 2 110	58 Yellow x 2 116	19 Yellow x 2 38	23 Yellow x 2 46
4 Red x 3 12	2 Red x 3 6	0 Red x 3 0	0 Red x 3 0	0 Red x 3 0
Session Pts. 168	Session Pts. 149	Session Pts. 139	Session Pts. 45	Session Pts. 77
Carry-over 0	Carry-over 168	Carry-over 17	Carry-over 156	Carry-over 201
Total Pts. 168	Total Pts. 317	Total Pts. 156	Total Pts. 201	Total Pts. 278
	Goal -300			
	17			

III. Record Materials About Students

Attendance Sheet
Daily Session Sheet
Progress Chart; Example
Directions for Completing Progress Chart
List of Goal's
Student Information Record
Sample Letter to Parents

Attendance Sheet



Write initials - Session held Write a - Student Absent Write X - Tutor Absent

Daily Session Sheet

| Student Name | Dates | | |

Progress Chart

Name	Book 1			Book 2			Book 3			Book 4			Book 5			Book 6			Book 7			Book 8		
	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words

Progress Chart

Name	Book 1			Book 2			Book 3			Book 4			Book 5			Book 6			Book 7			Book 8		
	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words	Comprehension %	Vocabulary %	Learned words
Curtis Hayes	87	58	25	87	48	37	100	64	28	100	3	19	88	58	15	100	74	32	86	71	31	93	94	17
	87	80	14	100	86	3	100	94	7	94	72	16	99	20	16	100	69	11	93		7	78	78	8
	100	69	19	75	87	13	100	61	12	102	20	15	75		2	89		4	90	56	9	100		
	100	68	12	93		3	100		3	88		5	73	87		100			81		3	100		
	100	100	9	90		5	90			70		5	80			93			80	23		82		
	100		5	100			79			62			100			93	60		100			100		
	100			100			100			89			100			87			89			100		
	100	100		85	100		100	100		88	80		83			92	100		100	100		71		
Robert Williams	100	100	13	100	89	19																		
	100	100	6	80	100	9																		
	100			100	100	4																		
	80			23																				
	55			70																				
	100			80																				
	100																							
	100																							
Donna Brooks	77	58	17	59	48	29	86	67	4	79	36	11	58	52	15									
	87	56	28	100	57	11	60	63	18	94	44	5	82	69	11									
	88	70	15	37	59	16	80	60	11	100	67	7	100	51	9									
	100	69	14	86	63	10	71	80	2	75			67	100										
	55	64	10	100	80	20	90	62	13	100			70											
	83	81	5	80	93	9	92			67			71											
	85	100		80	70	24	92			80			83											
	100			92	67	29	100			71														
Terry Anderson	88	92	25	100	93	16	71	64	19	86	18	8	65	100	9	100	100	16	100	100	5	100	100	5
	75	77	7	100	100	2	92			94	100	0	91			77			53			100	100	10
	77	100	1	50			90			32			100			84			100			100	100	3
	90			93			100			75			67			100			100			100		
	66			100			75			70			80			87			100			100		
	83			90			57			100			71			100			100			100		
	85			90			100			92			75			100			100			100		
	90			91			67			82			83			100			100			100		
Roxanna Hardy	88	65	25	100	83	18	94	100	7	100	87	9	81	74	11	100	87	14	100	74	22	87	92	23
	87	75	6	100	93	13	90	71	22	58	20	4	100	82	9	100	94	15	73	61	12	88	96	13
	88	69	19	75	100	3	100	94	21	78			100	100	3	78			90	70	14	100		
	90	75	13	93			86	43	7	100			67			88			86	42	7			
	88	71	2	100			85			60			90			93			80					
	100	100	3	90			92			67			86			87			100					
	100			100			83			100			83			73			100					
	100			92			100			94			94			85			100					
Thomas Harris	66	71	18	57	48	24	71	61	24	86	60	1	65	67	8	94	62	4	60	79	21	53	72	34
	87	75	21	100	65	18	90	35	2	56	78	8	44	13	17	90	61	2	60	42	7	87	57	6
	66	81	9	50	86	29	70	55	8	89	65	18	100			100			80	61	8	102	70	7
	80	70	17	86	92	20	100			63			60			89			57	79	4	61	102	1
	77	56	10	70			25			20			70			87			30			23		
	66	90	4	70			78			33			71			87			77			62		
	71			100			83			60			58			85			67			102		
	80			50			20			88			72			46			61			100		

Directions for Completing Progress Chart

A summary of information on student performance for every book is recorded on the Progress Chart from the following lesson materials:

1. From Lesson Sheets

Comprehension Percentage

To figure the percentage right on questions, the number of correct answers (red tokens) is divided by the total number of questions. There are eight spaces on the chart for recording the scores of the eight chapter quizzes in each book.

2. From Review Sheets

Vocabulary Review Percentage

The delayed retention of learned words is measured by figuring the percentage of words read correctly from the total words listed on the Review Sheet. The number of correct words (yellow tokens) is divided by the total words. Several percentage scores for each book will be recorded in this column.

Learned Words

The Review Sheet also provides the number of unknown words learned during book lessons. The number of learned words is obtained from the total words listed on the Review Sheet minus any words carried over from the previous review lesson. Subtract the number of blue tokens on the previous review from the total words listed for the current review.

List of Goals

Student _____

Tutor _____

Points	Kind of Goal	Date Received	Session	Comments
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
	11.			
	12.			
	13.			
	14.			
	15.			
	16.			
	17.			
	18.			
	19.			
	20.			
	21.			
	22.			
	23.			
	24.			
	25.			
	26.			
	27.			
	28.			
	29.			
	30.			
	31.			
	32.			
	33.			
	34.			

Student Information Record

1. Name _____
   First Last

2. Address _____ Phone _____
   Number Street Zip Code

3. Name of parent or guardian _____ _____
   First Last

4. Present grade (section) _____ Homeroom _____

5. School last attended _____

6. Age _____ Birthday _____
   Month Day Year

Sample Letter to Parents

(School) _____

(Address) _____

(Date) _____

Dear _____,

We wish to inform you that your child _____ has been chosen to be in a tutoring program in reading. Every day he is taught individually by a tutor who has been carefully trained in reading methods.

The program uses the Morgan Bay Mystery books with lessons that have been prepared in advance for the tutors to present. At the end of each lesson the students earn a number of points for learning new words, reading aloud or silently, and answering questions about the mysteries. These points are collected to earn a prize the students have chosen to work for.

The lessons are given during one school hour by a tutor under the supervision of the reading teacher. The name of your child's tutor is _____.

If you have questions or comments about the reading program, we would be glad to hear from you any time. You may call the school or we would be glad to call you about your child's progress. You are also welcome to visit the reading classes at school. Would you please fill out the form below and have it returned to school.

Sincerely yours,

_____

Please check one of the blanks below:

_____ I would like to talk to you about the reading program and my child's progress. Please call me at this number: _____.

_____ I would like to visit school and see the program in operation.

_____ _____

Name of child Parent's signature

IV. Materials for Tutors

Application for Tutor
Interviewing the Applicant
Time Sheet

Application for Tutor

Name _____

Address _____ Phone _____

Age _____ Date of Birth _____

EDUCATION	Name of School	Location	Date of completion Month	Year
Jr. High School	_____	_____	_____	_____
Sr. High School	_____	_____	_____	_____
Additional courses	_____	_____	_____	_____

Subject(s) liked best in school _____

Subject(s) liked least in school _____

Do you plan to continue your education? _____yes _____no _____undecided

If yes, what kind of course or school? _____

WORK EXPERIENCE

Name of Employing Firm	Kind of Work You Did	Dates Employed from	to
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
		Month/Year	Month/Year

JOB INTERESTS

What kind of work have you thought of doing for a living? _____

What extra activities have you had in school or community? _____

Please show your reactions to these work activities by choosing one answer. Check under number 1, 2, 3, or 4 in the columns below according to:

1 = like very much 2 = like somewhat 3 = don't like 4 = undecided

	1	2	3	4
1. How do you like working to help other people?				
2. How do you like working with others on a team effort?				
3. How do you like meeting new people?				
4. How do you like working with children, organizing activities?				
5. How do you like reading guides and directions?				
6. How do you like typing?				
7. How do you like keeping detailed records with numbers?				
8. How do you like collecting information and filing?				

Present date _____ Signature _____

ADDITIONAL INFORMATION FOR HIGH SCHOOL APPLICANTS

Present grade _____ Homeroom _____ Expected date of graduation _____

What class do you now have during the last period? _____

Do you have a daily study hall? _____ What period is it? _____

Do you have more than five periods scheduled for subjects? _____

Do you need all your classes for credits to graduate? _____

Do you have any activities planned for after school? _____

If so, what are they? _____ What days? _____

Do you usually take the bus to school? _____

Would you be willing to take the bus to work each day for this job? _____

Interviewing the Applicant

Possible Questions - to ask during the interview while describing the job and responding to the application

1. Have you ever helped someone with their subjects in school?
2. Do you like to read yourself?

   What kinds of books? Magazines? Any books for subject you like?
3. Are there activities in school or out that you especially like to do?
4. Tell about your other jobs. What did you think of this work?
   What part of the job did you like best?
5. Do you know some younger students who are behind in reading?
   Does working in a program to help such students read better interest you?
6. Are there any particular reasons why you showed interest in applying for this job?

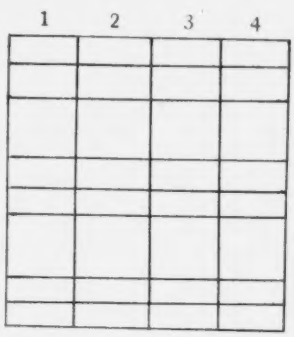
Checklist - impressions about qualities of the applicant after the interview

1 = excellent 2 = good 3 = fair 4 = poor

Literacy
1. Written language on application
2. Use of oral language in expressing ideas

Maturity
1. Tactfulness; courtesy
2. Patience; thoroughness
3. Good grooming

Cooperation
1. Willingness to answer questions
2. Willingness to take the reading test
3. Congeniality; enthusiasm; sense of humor



Information from Records - after the interview (especially for high school applicants)

Literacy
1. Score on the WRAT Reading Test _____
2. Scholarship: Grade point for past year — 1st semester _____ 2nd semester _____

Reliability
1. Work record: number of jobs _____ approximate number of hours per week _____
   Are weekly hours consistent? _____
2. Attendance in school:
   Number of days absent
   in past semester or year _____ Number of times tardy _____ Any truancy? _____

Time Sheet

Name _____ Report for the month of _____

Date	Beginning Time	Ending Time	Daily hours	Total for 2 weeks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				_____
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				_____

Days extending into next month

1	
2	
3	
4	
5	

Total hours for month _____

V. Training Materials

Training Schedules
Assembly of Tutor and Student Materials
Review of Procedures

Training Schedule

(Daily Activities for Three Weeks)

Day

1 Introduction of personnel and employment procedures
Training materials: Schedule; Tutor's Guide
Description of program: features, tutor's role
Procedures for a Book Lesson—outline

2 Materials for the Book Lesson—four kinds
Training methods—demonstration; practice
Single Word Part
Presentation—if words are known

3 Presentation—if words are unknown
Use of record materials
Assembly of tutor kit and student folder

4 Repeated presentation
Award of tokens
Instruction on prompting—timing

5 Instruction on recording responses
Oral Reading Part
Presentation—if words are known
Single Word and Oral Reading Parts combined

6 Presentation—if words are unknown
Repeated presentation
Instruction on prompting—timing

Day

7 Instruction on recording responses
Instruction on prompting—situations

8 Single Word and Oral Reading Parts—review prompting
Instructions on prompting—single word situations
Silent Reading Part

9 Comprehension Part

10 Instruction on prompting—Cautions
Four parts of the Book Lesson combined—one chapter

11 Procedures for the Vocabulary Review Lesson

12 Procedures for the reward system: tokens, graph, goal

13 Procedures for the sequence of a session
Procedures for communication

14 Location of records and materials
Review of procedures: written and practical

15 Continued review of procedures
Procedures for the first day
Student assignments

Alternate Training Schedule

(Detailed Daily Activities for Two Weeks)

Day

1 Introduction of personnel: tutors, staff
Employment procedures: forms, hours
Plans: Schedule for Training
Introduction of training materials: Tutor's Guide, reading books
Description of program: purpose, features, role of tutors
Outline of procedures for a book lesson
Demonstration of sample lessons: reactions
Assembly of tutor kits

---

2 Background on the program: history, learning principles
Parts of a Book Lesson: procedures for one page
Demonstration of Single Word Part: presentation if words are known
Practice in unison and by individuals in group
Demonstration of Single Word Part: presentation if words are unknown
Practice in pairs within the group

---

3 Review: performance by pairs in groups for unknown words
Instruction on prompting (Section 1 in Guide): demonstration
Practice in separate pairs: assessment of performance
Demonstration of repeated presentation and award of tokens
Practice in pairs within group
Instruction on recording responses (Section 2 in Guide)
Practice in separate pairs for all steps in Single Word Part

---

4 Review: performance by pairs in group of Single Word Part
Demonstration of Oral Reading Part: if words are correct; if incorrect
Practice in pairs within the group
Instruction on prompting (Section 1 in Guide)
Practice in separate pairs
Demonstration of repeated presentation and award of tokens
Practice in pairs within group
Instruction on recording responses (Section 2 of Guide)
Practice in separate pairs for all steps in Oral Reading Part

---

5 Review: performance by pairs in group of Oral Reading Part
Parts of a Book Lesson: procedures for one chapter
Demonstration of Silent Reading Part: presentation and award of tokens
Practice in pairs within group
Demonstration of Comprehension Part: presentation and award of tokens

Day

Practice in separate pairs for all steps in Silent Reading and Comprehension

---

6 Review: performance by pairs for Single Word and Oral Reading Parts
Vocabulary Review Lesson: procedures for Review Sheet
Instruction for preparation at the end of each session
Demonstration of presentation, award of tokens and follow-up
Practice in separate pairs of all steps in the Review Lesson

---

7 Review: account of tokens from all lesson sheets and review sheets
Reward System: procedures for a graph
Demonstration of daily use of graph: tabulation and conversion of points
Practice in transfer and conversion of daily points from lesson sheets
Demonstration in collecting points over five sessions
Practice in totalling points and completing bar graph
Instruction in choosing goal and giving reward when goal is reached
Practice in separate pairs

---

8 Sequence for a Session: procedures before, during and after
Acting out steps by tutors according to direction from Guide
Location of space for tutorial sessions
Location of records and materials: books, boxes of cards, kits
Preparation of student folders: lesson sheets, review sheets, and graphs

---

9 Communication during the program: procedures to provide information
Student performance: records, notes, conferences, and meetings
Practice in use of records: session and lessons, attendance, goals
Tutor employment: time sheets, phone calls, conferences
Review of procedures
Written test on procedures
Practice on any procedures needing further training

---

10 Review: discussion of responses on the test of procedures
Preparation for the first day: tutors introduce program
Assignment of students: organization of student folders
Final practice on first two parts of book lesson (Chapter 1, Book 1)

Assembly of Tutor and Student Materials

During the training program each tutor is to prepare a kit for carrying the supplies used to conduct lessons and a student folder for accumulated lesson materials. The following contents of kits and folders are listed to guide tutors in making their assembly complete.

Tutor Kit

Container: a large mailing envelope (e.g., 10" x 13") or a folder that can be fastened shut

2-3 pencils
1 notepad
paper clips
rubber bands
tokens of three colors (about 70 of each) separated into three containers (preferably small boxes)
1 manila folder for Tutor's Guide (especially the Word Lists and Answer Keys for Questions)

Student Folder

Container: a large folder (preferably closed on three sides)

8 lesson sheets for pages and
8 lesson sheets for chapters arranged alternately for Book 1
16 vocabulary review sheets (to be supplemented by 16 more after Book 4 is completed)
1 manila folder to keep together the vocabulary review sheets and the word cards for words unknown
16 graphs clipped together (kept behind manila folder)

Review of Procedures

Name _____

Directions: Check the one way you would respond to each of these situations. Choose what you would do first in response to the situation.

Situation	Response
SINGLE WORD PART	
1. The student makes no response to the word card.	___a. Wait 1 second and then say the word. ___b. Wait until the student says he does not know the word. ___c. Move pencil slowly to the card (after about 3 seconds), then say the word.
2. The student makes an incorrect response.	___a. Wait 1 second and move pencil to the card. ___b. Move pencil quickly to the card and wait 1 second. ___c. Wait 3 seconds and move pencil to the card.
3. The student seems uncertain of the meaning of the word.	___a. Tell student the meaning of the word. ___b. Ask student the meaning of the word. ___c. Ask student to use the word in a sentence.
4. The student does not pronounce word correctly when repeating it after you.	___a. Have student repeat the word a number of times until said correctly. ___b. Say the word again and have the student repeat it. ___c. Say the word again and tell the student what sounds he says wrong.
ORAL READING PART	
5. The student reads a word incorrectly in a sentence.	___a. Stop the reading by quickly moving pencil to the word and wait 1 second before saying the word. ___b. Stop the reading by pointing to the word, say the word, and have the student repeat the sentence. ___c. Stop the reading by quickly moving pencil to the word and wait 3 seconds before saying the word.
6. The student stops before a word he may not know.	___a. Move the pencil quickly to the word and wait 1 second before saying the word. ___b. Move the pencil slowly to the word and wait 1 second before saying word. ___c. Wait until student makes a guess at the word.
7. The student skips a word.	___a. Point to the skipped word and wait for the student to say it. ___b. Point to the skipped word, say the word and have the student repeat it. ___c. Point to the word before the skipped word, point to the skipped word and have the student say both words.

8. The student adds a word.

___a. Point to the word before and after the added word and have the student say both words without adding another.
___b. Have the student repeat the sentence and prompt student if he adds the word again.
___c. Tell the student to leave out the added word and continue reading.

SILENT READING PART

9. The student does not seem to be reading all the chapter completely.

___a. Tell the student he has not read the whole chapter so he should do it again.
___b. Ask the student to read the chapter aloud.
___c. Watch the student's eyes for skipping and report incomplete reading in a note to the supervisor.

COMPREHENSION PART

10. The student makes the wrong choice for an answer.

___a. Have the student change his answer to the correct one.
___b. Have the student read the question again and tell him to look for a better answer to write down.
___c. Have the student find the correct answer by looking back in the chapter.

Key to Answers

Note: These are the correct answers; they would be omitted when preparing this quiz for the tutors.

1. c	6. b
2. b	7. c
3. c	8. a
4. b	9. c
5. a	10. b

Tutor's Guide

Contents

	Page
Description of the Tutorial Program	43
Features of the Program	43
Role of a Tutor	43
Procedures for Tutoring	45
Procedures for the Book Lesson—Outline	45
Procedures for One Page	47
Procedures for One Chapter	52
Procedures for Vocabulary Review Lesson	54
Procedures for the Reward System	55
Procedures for Sequence of a Session	58
Procedures for Communication	59
Review of Procedures	61
Procedures for the First Day of Student Instruction	62
Special Procedures for the Book Lesson	63
Appendices:	67
Word Lists for Cards	69
Answer Keys for Questions	81

Description of the Tutorial Program

Features of the Program

This program has two main purposes:

—to increase reading achievement

—to increase effort in learning activities

As a tutor you can help to carry out these purposes for the student assigned to you. To improve your student's achievement you will learn methods that are used in four parts of a reading lesson. First, you will help the student learn the new words that appear in each chapter of a book. Then you will guide the student in reading the chapter aloud or silently. Finally, you will check the student's understanding through questions he answers about the chapter.

To increase the student's effort and interest in reading you will give tokens for learning words and reading pages correctly. The tokens are worth a number of points. For this reading activity the student earns points that will be collected to get a reward. You will not have to urge your student to do better because this interest develops during the program. Effort improves as the student receives the rewards and your approval for good work.

Role of a Tutor

You can contribute to improving a student's reading in two ways:

—carrying out the lesson procedures well

—keeping accurate records on student performance

Your main job is to carry out the tutoring procedures carefully so the student will learn. The best chance for learning depends on your knowing these procedures well and your being present daily so regular instruction continues.

You are also responsible for keeping records on the student's reading performance. An accurate record will show how the student is reading and if any changes are needed for better learning to occur.

Now check yourself on the answers to these questions:

What are the two purposes of the tutorial program?

What are two roles you have as a tutor?

GPO 801-171-8

Procedures for Tutoring

Procedures for the Book Lesson—Outline

This outline of procedures will give you a quick look at the steps in the lesson as you watch it being demonstrated. See if you can tell when each of the parts begins and ends—and what the different colors of tokens are for:

Demonstration of Four Parts
(Book 1, Chapter 4)

The supervisor acts as tutor with a trainee as student. The acting student is told to make an error in Part A and Part B.

A. Single Word Part (words for p. 27)

1. Presentation: words read aloud and tutor reaction to errors
2. Award of tokens: 1 yellow for each known word
3. Repeated presentation: unknown words repeated until read without help
4. Award of tokens: 1 blue for each learned word

B. Oral Reading Part (Book 1, p. 27 only)

1. Presentation: sentences read aloud and tutor reaction to errors
2. Award of token: 1 red for each correct page
3. Repeated presentation: sentences reread until errors corrected
4. Award of token: 1 yellow for each practice page

C. Silent Reading Part (reading of first page may be followed by trainee skimming through the remaining pages to save time)

1. Presentation: pages read silently and tutor observes
2. Award of tokens: 1 yellow for each page read in chapter

D. Comprehension Part (Book 1, p. 78—Find the right word)

1. Presentation: questions answered and tutor checks with key
2. Award of tokens: 1 red for each right answer
3. Repeated presentation: questions answered incorrectly are reread and answers corrected
4. Award of tokens: 1 yellow for each corrected answer

Note: Parts A & B above are procedures for one page. Parts C & D are procedures for one chapter.

Possible questions

1. What materials were used for the Single Word Part?
2. What materials told you that the Oral Reading Part began?
3. What did the Silent Reading Part cover?
4. Where in the book was the Comprehension Part?
5. What color token did the student get for knowing words?
6. What color token did the student get for learning words?
7. What color token did the student get for correcting a page?
8. What color token did the student get for reading a page silently?
9. What color token did the student get for the right answer?

Materials for the Book Lesson
(examples of each shown)

1. Books: The Morgan Bay Mysteries

The eight books in the series have similar characters and settings.

Each book is a little harder and longer than the former book.

The range of reading levels is from 2.3 to 4.0.

The mystery theme provides a mature interest level.

2. Word cards

   A box of cards contains the new words for each book.

   The cards are divided by the pages (and paragraphs) on which they first appear.

3. Student folder

   Each student has a folder containing lesson sheets and graphs.

4. Tutor kit

   Each tutor has a kit containing tokens, word lists, answer keys, guide, and other supplies.

Training Methods
Demonstration and Practice

Next, each of the Book Lesson parts will be taken separately so you can learn the steps one by one. After the demonstration of a part you have the chance to react to what you have seen and then practice it with a partner. Working in pairs, you will each take turns acting as student and as tutor. When you perform as tutor, it is important that you be on the right side of your partner if you are right-handed. If left-handed, sit on the left side of your partner. It may be necessary to change seats when you switch roles as tutor or student. To start the practice there are page and paragraph numbers given from Book 1. The end of practice is indicated by STOP and an illustration from Book 1. When you come to this picture in the book, it is time to stop. These pages for practice are suggestions based on past training programs. The pages may be changed to meet the needs of the tutors.

Procedures for One Page

A. Single Word Part

1. Presentation

a. Take the cards for one page from the box and place them in front of the student; use word list to find out which cards are to be presented (or if no cards exist for that page).

b. Listen as the student tries reading the words aloud.

c. React to what you hear:

If the word is known (DEMONSTRATION - Page 1, Par. 1 cards)

(1) Give some praise (ok, fine, good, etc.).
(2) Turn the card off the top of pack and leave it face down near the pack.

PRACTICE (Page 1, Par. 2 cards)

Tutors together—each turning cards with pencil in hand.

Tutors in pairs—taking turns giving praise and turning.

Suggestions: Place cards right in front of student; stop any attempt of student to turn cards.

If the word is unknown (DEMONSTRATION - Page 1, Par. 3 cards)

(1) Give a prompt (move pencil to card, say word, have the student repeat word while looking at it).
(2) Give praise.
(3) Turn the card over far from the pack.

PRACTICE in pairs (Page 1, Par. 4 cards)

Acting student is told to say all words wrong.

PRACTICE in pairs (Page 1, Par. 5 cards)
Acting student told to say some words right and some words wrong; cards left in two piles face down.

2. Award of tokens (DEMONSTRATION - Page 1, Par. 5 cards)

a. Count the cards in the nearest pile (known words) and return them to the box. Turn them upward after page number divider (turning them up helps you find the next cards for presentation).

b. Give 1 yellow token for each of these cards, telling the student how many tokens he is getting for knowing these words.

c. Have the student arrange the tokens in rows of five each.

d. Record the number of yellows in the column on the Lesson Sheet (under Y for yellow).

PRACTICE in pairs (Page 1, Par. 5 cards already presented)

Use of record materials. At this point in the practice, Lesson Sheets for Pages are passed out or taken from student folders. Then the number of yellow tokens earned can be recorded in the Y column. Other information is to be written on Lesson Sheets at the start of each day. Whenever Lesson Sheets are used, also record this information:

Student name and tutor name

Book number and chapter number

Page and paragraph number on which session begins

Time in—when student was present for instruction

Date and session number

3. Repeated presentation (DEMONSTRATION - Page 1, Par. 5 cards)

If all words were read correctly, this is skipped; go on to the Oral Reading Part. If some words are unknown, follow the steps below:

a. Take the farthest pile of cards (unknown words) and write words on Lesson Sheet lines under Single Words. Mark an o in the first square after these words.

b. Present these words using the same procedures as used for first presentation (praising learned words or prompting words still unknown).

c. Mark ± in the second square after any words learned and o in the second square after unknown words.

d. Remove the pile of learned words and continue presenting the unknown words until they are all read aloud without prompting.

e. Mark ± when the word is learned. The number of o's before the ± shows how many trials a word needed for it to be learned.

4. Award of tokens

a. Count all cards used in the repeated presentation. Place these cards in the student folder behind any other cards stored for review.

b. Give 1 blue token for each of these cards, telling the student how many he is getting for learning these words.

c. Record the number of blues in the column on the Lesson Sheet (under B for blue).

PRACTICE in pairs (Page 1, Par. 6 and 7 cards)
Acting student is told to miss some words on first presentation and to continue to miss words on second presentation.

Instruction on Prompting. (Refer to Special Procedures Section 1 in back of Tutor's Guide, A.1—Timing of prompting.)

PRACTICE Condition 1.a. (Page 2, Par. 1 cards)
Acting student is told to mispronounce some words.

PRACTICE Condition 1.b. in pairs (Page 2, Par. 2 cards)
Acting student is told to say nothing for some words.

After practice, arrange words for each paragraph in alphabetical order and return packs to the box. Use the word list to check that all word cards for Page 1 and 2 are arranged correctly. Continue through training to check order of cards after practice before returning them to the box.

Instruction on Recording Responses (Refer to Special Procedures Section 2 in back of Tutor's Guide, A.2—Single Word Part.)

PRACTICE in pairs (Page 2, Par. 1 and 2 cards from previous practice)
Acting student is told to miss words three or four times.

Read Page 1 for yourself (copies of Book 1 distributed). You will now see how the words are used, and you will see how the book starts.

B. Oral Reading Part

1. Presentation

a. Open book to the page containing words just learned and point to where reading starts. This may be a paragraph on a page or the top of a page.

b. Listen to the student reading aloud.

c. React to what you hear.

2. Award of tokens

If all words are known (DEMONSTRATION - Page 2, Par. 3)

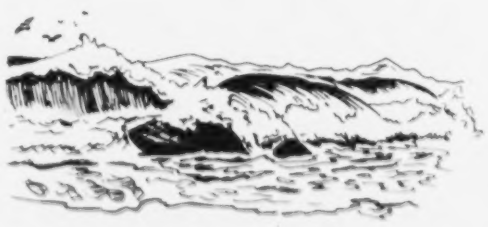
a. Give praise.

b. Give 1 red token telling the student he is receiving it for knowing all the words.

c. Record this token in column on Lesson Sheet (under R for red).

PRACTICE in pairs (Page 2, Par. 4 and 5)
Acting student is told to read all words correctly.

STOP



If some words are unknown (DEMONSTRATION - Page 3, Par. 1)

a. Give a prompt (move pencil to word, say the word and have the student repeat the word).

b. Give praise and have the student continue reading.

c. Mark each error on the Lesson Sheet (under Oral Reading) by writing the first letter of the word missed.

PRACTICE in pairs (Page 3, Par. 1)
Acting student is told to make only one error.

3. Repeated presentation (DEMONSTRATION - Page 3, Par. 2)

If all words were known on a page, this section is skipped. If some words were unknown, then follow the steps below.

a. Have the student read the first sentence containing a word missed. Use letter on the Lesson Sheet to help locate the sentence with this word.

b. If that word or another word is missed again, give a prompt and have the student repeat the same sentence (as many times as needed) until it is read correctly.

c. Point to the next sentence containing a word missed and have the student read it aloud. If necessary, prompt words and have this sentence repeated.

d. Continue to have him repeat each sentence containing any missed words until all sentences have been read without prompting.

e. Give praise for each sentence corrected.

4. Award of tokens

a. Give 1 yellow token telling the student it is for correcting the sentence(s).

b. Record yellow token in column on Lesson Sheet (under Y for yellow).

c. Draw a line across Lesson Sheet to show that the page or paragraph has been completed and to separate token numbers and marks from the records for the next page.

PRACTICE briefly in pairs (Page 3, Par. 2)
Acting student is told to miss two words in paragraph and correct these words when sentences are repeated.

Instruction on Prompting (Refer to Special Procedures, Section 1, B.1.—Timing of prompting.)

PRACTICE Condition 1.a. (Page 3, Par. 3)
Acting student is told to mispronounce several words.

PRACTICE Condition 1.b. (Page 3, Par. 4)
Acting student is told to say nothing for several words.

PRACTICE continued (Page 3, Par. 5)
Acting student is told to make both kinds of errors.

STOP

Instruction on Recording Responses (Refer to Special Procedures, Section 2.B.—Oral Reading Part.)

PRACTICE in pairs (Page 6, Par. 2, 3 and 4)
Acting student is told to miss three or four words the first time and continue to miss some of these words on the second and third presentation.

STOP

Single Word and Oral Reading Parts combined:

Single words are introduced for one paragraph followed by oral reading of that paragraph. Then practice goes on with single words for the next paragraph combined with oral reading of the paragraph.

PRACTICE in pairs (Page 7, Par. 1, 2, 3, and 4)
Each partner as tutor takes two paragraphs. Acting student is told to make some errors on single words, but read paragraphs correctly.

Instruction on Prompting (Single Words in Special Procedures, Section 1, A.2—Situations that may not require prompting.)

PRACTICE Condition 2.a. (Page 8, Par. 1)
Acting student is told to correct himself quickly after mispronunciation.

DEMONSTRATION AND PRACTICE
Condition 2.b. (Page 8, Par. 2)
Acting student is told to repeat a word after the tutor with the wrong pronunciation—possibly showing a speech problem.

DEMONSTRATION AND PRACTICE
Condition 2.c. (Page 8, Par. 3)
Acting student is told to show uncertainty about the meaning of a word.

STOP

Instruction on Prompting (Oral Reading in Special Procedures, Section 1, B.2.—Situations that may not require prompting; Cautions.)

PRACTICE Condition 2.a. (Page 9, Par. 1) Acting student is told to correct himself quickly after mispronunciation.

DEMONSTRATION AND PRACTICE
Condition 2.b. (Page 9, Par. 2)
Acting student is told to skip a word in a sentence.

DEMONSTRATION AND PRACTICE
Condition 2.c. (Page 9, Par. 3)
Acting student is told to add a word to a sentence.

Sequence of Reactions

For the final practice of the Single Word and Oral Reading Parts, each partner concentrates on developing the sequence of three reactions to a student's reading:

1. Give praise
2. Give token
3. Record token

These can be remembered in a triangle of reactions: praising the student, taking tokens

from the box, and recording on the Lesson Sheet. The same pattern of reactions occurs in all four parts of the Book Lesson.

Another pattern of reactions the tutor develops is opening and closing the book between parts of the lesson. After the Oral Reading Part, close the book (and use a bookmark to keep the place). Then the student's attention can be completely on the word cards that are learned before the next page. Opening and closing the book continues for each page (and sometimes paragraph) until the last page has been read aloud. Practice now will help make these reactions almost automatic.

PRACTICE (Page 10, Par. 1, 2)

STOP

After finishing the Oral Reading Part of the last page, you will guide the student to read the chapter silently (following the procedures for one chapter described next). Before going on to the Silent Reading Part, check to see if enough time remains that day to complete it. Then you avoid splitting up the chapter reading between two days. The silent re-reading helps to improve speed and understanding of plot development; this is more easily accomplished at one sitting. It is also preferable to complete the Comprehension Part on the same day as the Silent Reading Part, so the response to questions is based on what has just been read. Thus, a time check after oral reading of the chapter is necessary for deciding if there is time for preferably both procedures covering the chapter—silent reading and comprehension questions. Even if you are not at the end of a chapter, you need to watch the time near the end of a session to decide if procedures for the next page can be completed in the remaining time. It is important to avoid splitting between two days the parts for single words and oral reading of a page. Learning the single words will be strengthened if the student applies reading these words immediately in the sentences of the book. Your awareness of the closing time each day will allow you to stop the session at the two most suitable places—after the Oral Reading Part or Comprehension Part.

Procedures for One Chapter

A. Silent Reading Part

1. Presentation (DEMONSTRATION - Chapter 1)

   a. Point to the chapter title and ask the student to read and find out something in the chapter suggested by the title.

   b. Have the student read the whole chapter silently. If necessary, suggest that reading be done with the eyes only rather than by trying to say the words.

   c. Watch the student while reading for any evidence of eyes skipping over the pages.

2. Award of tokens (DEMONSTRATION continued)

   a. Give 1 yellow token for each page read if student has read all pages completely. If reading appears incomplete, report it to the supervisor; an adjustment may be needed.

   b. As tokens are being awarded, you may ask student again the question that started reading of the chapter. Find out first if he thinks the chapter has an answer to the question (in some cases it may not).

   c. Record the tokens on Lesson Sheet under Y for yellow.

   PRACTICE within group
   Each tutor is asked to change a chapter title into a question—using the Table of Contents.

   PRACTICE in pairs for Silent Reading (Chapter 2, Page 12)
   Each tutor does presentation and award of tokens; the partner skims over pages to save time.

STOP

B. Comprehension Part

1. Presentation (DEMONSTRATION - Chapter 1, Page 72)

   a. Have the student open to exercises for the chapter at the end of book, and point to which exercise(s) is to be answered.

   b. Read the directions to the student and make sure he knows how to record his answers (use letter, word only, etc.).

   c. Have student write answers on the Lesson Sheet on lines provided under Comprehension Part. He may not look back in the book for answers.

   d. Check the answers with answer key (holding key away from student's view). Put a + next to each right answer; draw a line through any incorrect answer.

2. Award of tokens

   a. Give 1 red token for each right answer.

   b. Tell the student how many reds he gets for knowing the right answers.

   c. Record the tokens in the column on Lesson Sheet (under R for red).

   If all answers are right, go on to the next chapter. If some answers are not right, follow the steps below:

3. Repeated presentation (DEMONSTRATION continued)

GPO 801-171-7

a. For questions answered incorrectly, have the student read each question again, telling him to choose a better answer.

b. Have him write each new answer next to the first answer.

c. Check the corrected answer(s). If an answer is still incorrect, have the student choose another answer until all answers have been corrected.

4. Award of tokens

a. Give 1 yellow token for each corrected answer.

b. Tell the student how many yellows he gets for correcting the answers.

c. Record the number of yellows in the column on the Lesson Sheet (under Y for yellow).

PRACTICE in pairs (Chapter 2 questions - Page 74)
Four parts of the Book Lesson combined for one chapter

This is time for your questions on any part of the Book Lesson. Also, time should be given to Cautions in Section 1 of Special Procedures (if not already discussed).

PRACTICE in pairs separated (Chapter 3)

Each tutor carries out at least two pages for the Single Word and Oral Reading Parts. The rest of these pages may be skipped to save time for the Silent Reading and Comprehension Parts. Unknown words for the Single Word Part are collected in Vocabulary Review folder for the next part of training.

STOP

Procedures for
Vocabulary Review Lesson

The vocabulary review lesson has two purposes: (a) it measures how many words learned in the Single Word Part are still known at a later time, and (b) it also provides relearning of the words no longer known before the student goes on to more difficult material. You will carry on three activities for the review lesson: preparation for the lesson each session, presentation of the lesson after every four chapters, and follow-up after presentation.

A. Preparation

1. At the end of each session, write all words missed on the Review Sheet (left column).

2. Arrange word cards in the same order and place them at the bottom of the cards missed from earlier lessons.

3. Store the pack of cards with the Review Sheet in the student folder.

B. Presentation at the end of the first and fifth chapter

Procedures for this lesson are similar to the Single Word Part, as follows:

1. Present the cards off the top of the pack, separating known words from those that need further repetition.

2. Award 1 yellow token for each known word, and record the number of yellows on the Review Sheet.

3. Mark ± in the first square on the Review Sheet after these words and return cards to the side of the box (for later filing).

4. Continue the presentation of unknown words until the student can say them without prompting.

5. Each time a word is missed again, mark o in the square across from the word.

6. Mark ± across from a word when it is read without prompting.

7. Award 1 blue token for each of these learned words, and record the number of blues on the Review Sheet. If time remains in the session, go on with the regular book lesson.

C. Follow-up

1. Record information from the Review Sheet on a Lesson Sheet for Pages (even if no book lesson was presented during session).

2. File the known words in the box of cards according to page number.

3. Record the learned words on a new Review Sheet and place cards for these words back in student folder (for later presentation).

4. File the completed Review Sheet with graph in the folder.

PRACTICE, in pairs, the words collected from Chapter 3.

Procedures for the Reward System

To carry out the program's feature of rewarding students, you need to know the procedures for awarding tokens, changing the tokens to points, and collecting these points on a graph. You will also arrange for obtaining a goal when it is earned.

Awarding Tokens: Summary

You have already practiced awarding tokens for different parts of the lesson. A review of the token colors for each part follows. You will find it helpful to copy this list on a card as a reminder during the first weeks of the program:

A. Single Word Part
   1 yellow for each known word
   1 blue for each learned word

B. Oral Reading Part
   1 red for each correct page
   1 yellow for each practiced page

C. Silent Reading Part
   1 yellow for each page read

D. Comprehension Part
   1 red for each right answer
   1 yellow for each corrected answer

The colors of tokens given to different kinds of reading behavior may be summarized as follows:

blue (1 point) - learning a word unknown before

yellow (2 points) - knowing a single word
- correcting word(s) on a page
- reading a page silently
- correcting an answer to a question

red (3 points) - reading a page correctly aloud
- answering a question correctly

Points for tokens may be exchanged for some material reward the student has chosen as a goal. This exchange depends on the use of a graph. The procedures for a graph are divided into steps at the end of each session and at the end of every fifth session.

Changing Tokens to Points (end of each session)

1. Add the number of tokens earned on lesson sheet(s). Circle the total for reds, yellows, and blues so these amounts can easily be seen. Multiply the reds by 3, the yellows by 2, and the blues by 1; then add and record sum under Points for the session.

2. Transfer the total number of reds, yellows, and blues for a session to the graph from the Lesson Materials (Section II). Also write in book, chapter session, and date.

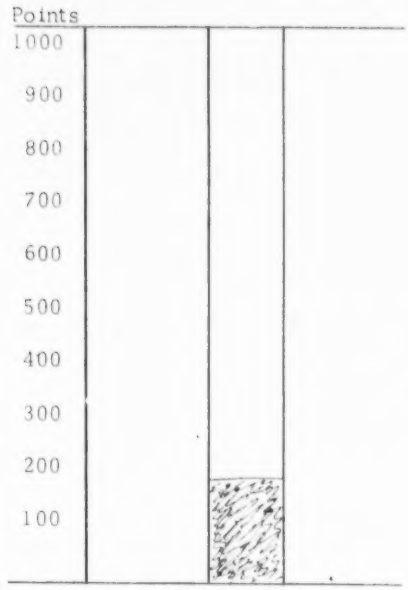
3. Again change the tokens to points (multiplying the blues by 1, the yellows by 2, and the reds by 3). Repeating the arithmetic makes possible the correction of any mistakes.

4. Again add the points to obtain a total for session points and tell the student how much he has earned for the day.

5. Carry over the points from the earlier sessions. Add these to the amount for the present session to obtain the total points.

6. Draw a line on the bar graph to show the student the total number of points collected. Have the student shade in the column below this line.

See Section II - Example Graph.



Book 1 Chapter 1
Session 15
Date 3/26
3 Blue x 1 3
55 Yellow x 2 110
7 Red x 3 21
Session Pts. 134
Carry-over 50
Total Pts. 184

Collecting Points (end of every fifth session)

1. Carry over the collected points from five sessions to a new graph. If the new total is above 1000 points, change the points on the left side of graph to start at 1000 and go to 2000.

2. File the completed graph in the folder behind other graphs.

PRACTICE by group (typical points for five to ten days dictated by supervisor, changed and added on graph by tutors)

Goal—arranging to choose and obtain reward

1. On the day the student chooses a goal write the item plus its value on the graph and on the List of Goals.

2. Change the cost of the item to points by adding a zero, e.g., 25¢ is 250 points.

3. On the day the student reaches the goal subtract the points of the goal from the total points. Carry over the remaining points to the next session.

4. Write at the bottom of the graph "goal reached" under the column for that session.

5. Request the supervisor to bring the letter or card redeemable for the item earned; do this a day in advance if possible.

6. Give the card to the student; explain where he should go and emphasize that there is a time limit for obtaining the item.

7. When the goal is reached, record the date and session number on the student's List of Goals. Later, record under Comments when item was obtained. Also report anything unusual about obtaining goal.

PRACTICE by group (using a typical goal—inserted on practice graphs)

Procedures for Sequence of a Session

You will follow certain steps to prepare for a daily session and to complete the session after the student has finished reading. As a review, the sequence of these steps in using materials and records is summarized as follows:

A. Before the session

1. Get four materials needed for instruction: reading book, box of cards, student folder, and your kit.

2. Set out the materials needed for the day.
   Take from kit: tokens, pencils, and word list.
   Take from folder: Lesson Sheets and Graph—far from student.
   Put out box of cards and book near student.
   Set aside kit and student folder.

3. Fill out the top part of the lesson sheet with name, date, chapter, session number, and starting time. Write in starting page number, if lesson begins on a page.

B. After the session

1. Record finishing time—when the student actually stops reading.

2. Count tokens and check this amount with what is recorded on the Lesson Sheets. Record tokens and points for the session on the Lesson Sheets and Graph. Let student shade in the bar graph.

3. Write learned words on the Review Sheet and add word cards to those already collected.

4. Write a note if there was any unusual behavior during silent reading or other parts of the lesson.

5. Return Review Sheet, review cards, and Graph to back of the student folder. Return Lesson Sheets to the front of the folder, with uncompleted sheets on top and completed sheets on the bottom.

6. Return tokens and pencils to your kit.

7. Take materials to the storage area cabinet, and file the student folder, tutor kit, book, and box of cards.

8. Record information on the session:

   a. attendance on Attendance Sheet
   b. book, points, chapter, and session number on Daily Session Sheet
   c. any notes filed in a place for the supervisor
   d. any chosen goals and points on List of Goals

PRACTICE—tutors act out steps in sequence

Procedures for Communication

For the students to make steady progress, regular communication is needed on student performance and tutor attendance. Your verbal or written information helps the supervisor solve learning problems; it also helps a substitute continue instruction in your absence. Group meetings and individual conferences will be held to discuss procedures, problems, and progress. It is also important that you speak with the supervisor directly whenever problems arise. For written communication you are to use the following:

A. Communication regarding students—distribution of record forms

1. Attendance Sheet

A record of attendance shows the pattern of attendance for a student. Each day mark the calendar chart with your initials if the session was held. Marks for missing sessions show whether the tutor or student has been absent. When a student returns from a period of absence, ask the reason; information on illness, suspension, or truancy may be recorded at the bottom or back of this attendance sheet.

2. Daily Session Sheet

At the end of each day record the points, session, and number of chapters completed. This shows a student's position in the program. It also suggests the pace at which he is moving through the materials. The chapter number is the total number of chapters read; beyond Book 1 this means adding the present chapter to the number of chapters read in the earlier books.

3. List of Goals

You will keep a record of goals to show how many points the student needs for the next reward and when the reward is actually received. Any problems in obtaining rewards are recorded under Comments. This list may also be useful if items need to be ordered in advance.

4. Notes

Writing notes is a quick way to communicate anything unusual about a session. You will be receiving notes as well as writing them. The following are the kinds of subjects you would write about:

a. Definite changes in behavior during session
b. Circumstances that interfere with learning (fire drill; some interruption)
c. Problems with the materials (incomplete, inaccurate)
d. Report on reward (problems or reactions to obtaining it)
e. Questions about procedures—for a later conference

5. Lesson Sheets

Student performance is recorded almost minute by minute on the Lesson Sheets and Review Sheets in the student folder. If kept accurately, these sheets provide all the important information about a student's progress.

6. Progress Chart

This chart is for summarizing three kinds of information from the Lesson Sheets to show performance in each book: percentage scores on comprehension questions, scores on vocabulary review lessons, and the number of new words that were learned. You may be asked to help with this chart; your supervisor will then show you how to figure percentages for questions answered correctly and words known on the vocabulary review lessons. The number of new words are those words on the Review Sheets which were not carried over from earlier lessons.

B. Information about tutor services

1. Time Sheets

You are to write the time when you enter and the finishing time when all records are completed. All dates will have an entry of time or a statement of "absent." This sheet becomes a record of your attendance and job experience.

2. Notice of Absence in Advance

To get a substitute tutor it is very helpful for you to write a note if you

expect to be absent on a certain day. You may also call the school on the absent day if you do not know in advance. Any long-term absence needs to be reported to the supervisor so arrangements can be made for your student to have regular instruction.

Review of Procedures

A. Written review

As a check-up on procedures you have been practicing, you will show how to respond to ten situations likely to happen in the reading lesson. You will have a choice of three responses. Some of these choices are similar, but one is better than the others—or one is the first response you should make to the situation. After choosing answers there will be a discussion of choices for each situation—why one response is better than another, why one response is incorrect, and why another response is not suitable as the first reaction of the tutor.

B. Practice review of the Book Lesson

Each partner conducts a complete session taking the four parts of the Book Lesson and finishing with total points earned on the graph.

PRACTICE Chapter 4 in separated pairs (more chapters if needed)

STOP at the picture of Miss Wellington on the boardwalk, pp. 34-35.

Procedures for the First Day of Student Instruction

Before instruction begins, you will introduce these features of the program to the student:

Books to be read—mystery theme and title for Book 1
Earning points for reading—three values of tokens
Collection of points from day to day—graph
Exchange of points for a reward—possible kinds

Lesson sheets and word cards are not needed for this introduction. Set the student folder and kit aside at the start of the session. The four materials you need are: (a) Book 1, (b) boxes of tokens, (c) graph, and (d) some sample cards or letters for rewards. To prepare for introducing the program, you will practice describing the program to another tutor. Then for a reminder you may list the topics in the order you will present them to the student.

After you have described the program, you may have a practice run of page 1. Slow movement is important for conducting the procedures carefully and recording the responses accurately. It is important that you also continue slowly for the first four to five days so the student will not earn a great amount of points at the start. If the student earns too many at first, he may become disappointed later by a drop in daily points as he moves into material with fewer words, fewer paragraphs, and thus fewer tokens. The final practice should include Single Word and Oral Reading Parts after an introduction to the tutorial reading program.

PRACTICE in separated pairs (program, listing topics, Page 1)

Special Procedures for the Book Lesson

Section 1: Prompting

This method is the way a student is helped to learn new words. It is important to know exactly when and how to prompt—and how not to prompt. Your tool is a pencil kept some distance from the words. Step-by-step instructions follow for the Single Word and Oral Reading Parts of the book lesson:

A. Single Word Part

1. Timing of prompting (DEMONSTRATION; PRACTICE)

a. When a word is read incorrectly

1. Move a pencil quickly to the card when an incorrect word is heard.
2. Wait 1 second (for chance to correct error) and then say the word.
3. Have the student repeat while looking at the word.
4. Give praise for repeating the word correctly.
5. Turn the card over far from the pack.

b. When a word is given no response or only the first sounds

1. Move pencil slowly to the card (after waiting up to 3 seconds for right response).
2. Wait 1 second and then say the word.
3. Have the student repeat while looking at the word.
4. Give praise for repeating the word correctly.
5. Turn the card over far from the pack.

c. When response to a word is "I don't know"

Move the pencil quickly to the card when the student says he doesn't know. 2, 3, 4, 5 are the same as above.

What is the difference between a and b?

2. Situations that may not require prompting (DEMONSTRATION; PRACTICE)

a. A student corrects himself during the 1-second wait. No prompt is needed. A yellow token is given later.

b. A student repeats word after the tutor with wrong pronunciation:

1. Point to the word again and say it.
2. Have the student repeat the word again.

If the word is pronounced incorrectly the second time, it is probably due to a speech or hearing problem. The student is then asked to use the word in a sentence to find out if he knows its meaning. If the word is used correctly, praise the student and give a yellow token for the word.

If the word is pronounced correctly the second time, then the student has had practice in learning the word. It has then been prompted. Turn the card over far from pack for later repetition. A blue token is given when the word is learned (without prompting) on another presentation.

c. A student pronounces a word correctly but he seems uncertain of the meaning (shown by tone of voice or comments about the word):

Ask the student to use the word in a sentence.

If he uses the word correctly in a meaningful sentence, there is no prompt and a yellow token is given later.

If he is unable to use the word correctly in a sentence or give a synonym for the word, then explain the meaning briefly. Turn the card over far from pack for later repetition of the word. A blue token is given for pronouncing the word correctly on another presentation.

B. Oral Reading Part

1. Timing of prompting

a. When a word is pronounced incor-

rectly in a sentence:

1. Move pencil quickly above the word to stop reading.
2. Wait 1 second (for chance to correct error) and then say the word.
3. Have the student repeat the word.
4. Give praise and write first letter of missed word on the Lesson Sheet.

b. When there is hesitation on a word:

1. Move pencil slowly above the word (using up to 3 seconds).
2. Wait 1 second and then say the word.
3. Have the student repeat the word.
4. Give praise and write first letter of missed word on the Lesson Sheet.

2. Situations that may not require prompting

a. A student corrects himself during the 1-second wait; no prompt is needed.

b. A student skips a word in a sentence:

1. Move pencil to the word right before the skipped word.
2. Have the student repeat this word and point to the skipped word to have him pronounce it.

If the skipped word is read, no prompt is needed.

If the skipped word is not read correctly, prompt the student by saying the word and having him repeat it. Repeated presentation of the sentence is made later.

c. A student adds a word that does not appear in a sentence:

1. Move pencil to the word right before the addition.
2. Have the student repeat this word and point to the next word in the sentence.

If the student then leaves out the added word, no prompt is needed.

If the student says the added word again, prompt the student by saying the word before and the word after the addition and have him repeat these two words. Repeated presentation of the sentence is made later.

Cautions

Typical errors of tutors have produced these cautions for prompting single words; most also apply to the prompting of oral reading.

1. Make sure the student is looking at the word as he repeats its pronunciation. Why? This is the moment of learning, as he connects the sight with the sound of the word. If he looks around the room while repeating, he is not making this connection of sight and sound.

2. Avoid waiting too long before saying the word. Why? This may allow the student to make a number of guesses. It is better to make a short prompt with no chance for guessing than to allow the wrong response for the word card to be made.

3. Avoid giving clues for words the student pauses on. Why? The aim is to know the word instantly. Words on which a student pauses need further practice after prompting.

4. Avoid making extra comments while prompting. Why? This will save time and give the student a chance to concentrate his attention on learning the new word. Some wrong comments would be: *no, that's not right, keep trying, you can do better,* or *try to sound out the word.* These comments increase the pressure for the student to succeed according to other standards rather than learning at his own speed.

5. Remember to give praise for correct repetition of words. Why? This is the one kind of comment that is suitable in prompting, because it reinforces the learning with approval.

6. Always turn the cards yourself. If you let the student do this, you lose control of timing which is so important to prompt-

ing and pacing a student through the word cards. You may also be rushed and forget to record responses.

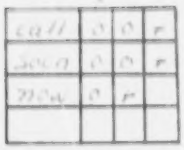
Section 2: Recording Responses

One way to evaluate a student's learning is by observing the number of times a word needs to be prompted before the student reads it independently. It is therefore important to show how many times a word has been presented before learning occurs. Following are the specific steps in recording this information on the Lesson Sheets for the Single Word Part and Oral Reading Part:

A. Single Word Part

1. Count the words known on first presentation and award that number of yellow tokens. Then record the number in the column under Y for yellow.

2. Write the words unknown on first presentation on the Lesson Sheet (where there are lines). In the squares after these words mark o to show these words were missed on the first try.



3. Next present the unknown words again, and mark in the second square(s):

   + for each word learned
   o for each word missed

4. Record the same marks after the next presentation in the third square following these words, showing whether they were learned or not.

5. Continue to present unknown words again and mark in the fourth square for the fourth presentation, the fifth square for the fifth presentation, and so on, until all words are learned (read without prompting).

B. Oral Reading Part

1. Each time a word is prompted in a sentence, write the first letter of this word on the Lesson Sheet on the lines under Oral Reading.

2. Write another letter on the same line if a second word is prompted and so on for a third word. The number of letters on this line show how many errors were made on first presentation.

3. If words are missed on second presentation, write the letter for each word on the second line.

4. Write letters for words missed on the third presentation on the third line and so on.

For most students there will not be many words missed in oral reading. The letter starting the word will be enough clue to find the sentence that contains this word on the page so it can be repeated. For some students who miss many words on first presentation, write the whole word on the lesson sheet. This will assure that all words are located for the second presentation. These words may also be included on the next vocabulary review lesson.

Tutor's Guide
Appendices

Word Lists for Cards
Answer Keys for Questions

Word Lists for Cards

Book 1
289 words

Chapter 1

page 1

par. 1
away
chapter
Fritz
one
runs

par. 2
a
brother
Gabby
get
give
his
I
never
older
said
Summers
surfboard
to
up
will

par. 3
and
any
can't
don't
have
if
job
money
without

par. 4
Bill
listen
no
that's
think
want
way
what
you

par. 5
always
are
but
do
how
oh
right
there

par. 6
eyes
close
know
of
the
well
your

par. 7
as
did
he
told
was

page 2

par. 1
doing
now
on
went

par. 2
all
can
down
I'm
it
see
sitting
with
would
yes

par. 3
at
hand
looking
Morgan Bay
moving
once
opened
paper
saw
started
stopped
through

par. 4
about
board
boy
call
dog
for
say
this
walk

par. 5
easy
it's
just
man
that
why

page 3

par. 1
after
door
him
little
ran

par. 2
along
beach
came
end
last
not
over
sea
street
surf
wall

par. 3
again
had
only
thought

par. 4
been
big
come
houses
they
were
years

par. 5
above
castle
could
dark
empty
fence
high
pointed
roof
shaggy
trees
window

page 6

par. 1
broken
frightening
in
like
made
other
people
some
something
than
them

par. 2
afraid
be
dead
family
long
time

par. 3
before
found

par. 4
almost
name
seemed
Wellington

page 7

par. 1
around
banging
blowing
growl
hear
nose
side
sniffed
someone
wind

par. 2
feel
go
into
more
sound
still
tap
tapping
then

par. 3
an
cane
her

lady
she
stood
voice

par. 4 across
chain
police
took

page 8

par. 1 am
is
Lucy
ma'am
Miss

par. 2 alone
behind
day
here
or
out
town
two

par. 3 from
put
when

page 9

par. 1 jump
move
so
us

par. 2 back
let
sand
take
too

par. 3 bark
fast
off
trouble

page 10

par. 1 falling
keep
pull

par. 2 gone
watch

Chapter 2

page 12

par. 1 front
garden

par. 2 climb
nothing

page 13

par. 1 another
branch
left
make
tangle
under
vines

par. 2 caught
toward

page 15

par. 1 bag
home
me

par. 2 mouth
push
waiting

page 16

has
should
thing

page 17

bills
dollars
got
picked
twenty
where

Chapter 3

page 18

married
night
Ross
sister
Vinny

page 19

car
died

hurt
river
road
who

page 20

bet
even
good
knew
we

page 22

mystery

page 23

better
find

page 24

by
light

page 25

gate

Chapter 4

page 27

basement
gardener
truck

page 28

box
men

page 29

maybe

page 30

between

page 31

page 32

page 33

Chapter 5

page 36

three

page 37

page 38

page 39

page 40

help

Chapter 6

page 42

room

page 43

page 44

page 45

page 47

page 48

Chapter 7

page 49

page 50

tire

page 51

page 54

fool
ha

page 56

page 57

page 59

page 60

policeman

Chapter 8

page 61

page 62

page 64

page 65

page 66

Jackson

page 67

page 70

Note: Words listed for a paragraph are arranged in alphabetical order.

GPO 801-171-5

Book 2
107 words

Chapter 1

page 1
- par. 1: hot, nodded, our, step, wish, young
- par. 2: guess, head, Jethro, live, my
- par. 3: bank, pass, robbery, weeks

page 2
- par. 1: chance, leave, plan, robber, somebody, turn, wouldn't
- par. 2: hide, lot, new, place, use
- par. 3: Clark, friend, Ham, Hammond, sure

page 4
- par. 1: hour, laugh, Monday
- par. 2: buy, Cadillac, dad, isn't, surprise, we're
- par. 3: fellow, morning

page 5
- par. 1: drive, first, fix, work
- par. 2: I'll, mile, won't

page 6
- par. 1: didn't, Ellwood, key, mortuary
- par. 2: hearse, Mr.

page 7
- par. 1: talk, until
- par. 2: alley, show

page 9
- par. 1: arm, suddenly
- par. 2: hotel, Manor, next, slowly, ugly
- par. 10: dent, pine
- par. 11: kid, loud, reach, very, we'll

Chapter 2

page 12

page 13: happy

page 14: cover, dust, shoot

page 16: sell, whew

page 17

Chapter 3

page 18: angel, marble

page 20: bump, lock

page 21: cemetery, headstones, hill

page 22: face, their

page 24: foot, white

page 25

Chapter 4

page 27: Holladay, mysterious

page 28

page 29

page 30: desk, Feathers, Mrs.

page 31: Wilson

page 34: far

page 35

page 36: Hank

Chapter 5

page 37

page 38: hall

page 39

page 42

page 43

page 44: bike

Chapter 6

page 45

page 46: sign, yup

page 48

page 49

page 50

page 51: rain

page 54: mud

page 55: Alma, Jane

page 56

Chapter 7

page 57

page 58

page 59

page 60

page 61

Chapter 8

page 64

page 66

page 67

page 69

page 70

Book 3
102 words

Chapter 1

page 1
par. 1 landing
members
stranger
par. 2 bedroom
fishing
pole
sleeping
par. 3 blue
excited
sparkling

page 2
par. 1 harder
Sweeney
tail
wagged
watchdog
par. 2 carried
drop
interesting

page 3
par. 1 boat
coat
inside
interest
luck
matchbox
silver
par. 2 dear
enough
every
stand

page 4
par. 1 admiral
beautiful
George
Lavendar
shoes
smile
tennis
ragged
par. 2 ask
stay

page 6
everything
hanging
smoke
sorry
tall

page 7
fire
must
tell

page 8
floor
stairs
top

Chapter 2

page 9
closet
fireman
hurry
ladder

page 11
candle
destroyed

page 12
dropped
hurried

page 13
carrying
wagging

page 14
couldn't
midnight
strange

page 16
visitor

Chapter 3

page 17
ballroom
chandelier
such
table
those

page 20
full
may
paint

page 21
study
value

page 22
book
clip
Dilly
flower
girl
scrapbook

page 23
club
fan
Fan-Tan
match

Chapter 4

page 24

page 26

page 27
jewelry

page 28

page 29
page

page 30
historical
save
saving

page 31
doghouse

Chapter 5

page 33
king

page 36
food

page 37

page 38

page 39

page 40

page 41
dress

page 42

page 44
clean

Chapter 6

page 45

page 47

page 48

page 50

page 51
emerald

page 52

Chapter 7

page 53

page 55

page 56

page 57

page 58

page 59

page 60
Worth

page 62
Dillworth

Chapter 8

page 63

page 64
F.B.I.

page 65

page 68

page 69

page 70
green
necklace
party

cookbook

Book 4
82 words

Chapter 1

page 1
care
father
fog
four
happens
heavy
let's
mother

page 2
gray
grease
jacket
lift
thick

page 3
angry
Banshee
captain
clothes
late
Steele

page 4
crew
engine
tie
try

page 5
change
coffee
pilothouse
shack
small
sticky

page 6
deck

page 8
Barney
Cacho
load
marks
Max
rolled

Chapter 2

page 9
accident

page 10
Marlin

page 11
De Silva
hair
radio
sing
Tony

page 12
believe
much

page 13
island
part
tiki
two-faced

page 14
might

page 15

page 18

page 19

Chapter 3

page 20
vanishes

page 21

page 22
Corona
nine
south
Coast Guard

page 23
hit-and-run
life

page 25
stolen

page 26
vanished

Chapter 4

page 27

page 28

page 29
else
stole

page 30
remember

page 31

page 32

page 33

page 34
smuggler

page 36
guns

Chapter 5

page 37
country
explosion

page 38
exploded
fisherman
Santa Maria

page 39
chart
marine

page 41

page 42

page 43
airport
plane

Chapter 6

page 44

page 45

page 46

page 47
sun

page 48
black
done

page 50

Chapter 7

page 51

page 52

page 53

page 56

page 57

page 58

page 59
cantina
El Ojo
Pescado
San Tomás

page 60
deliver

Chapter 8

page 61

page 62

page 63

page 64

page 65

page 68
cabin

page 69

page 70

page 71

page 72

Book 5
95 words

Chapter 1

page 1
been
beside
both
porch
whisper

page 2
ahead
beauty
boardwalk
calm
few
mail
soon
surface

page 3
lay
puzzled
wide

page 6
bed
doctor
faint
heard
letter
moment
seen
thanks

page 7
she's

page 8
frown
sigh

page 9
anyone
envelope
world

page 12
America
Fromm
Germany
group
he's
Nazi
need
Otto
war

page 13
camp
hundred
hunted
hunter
sent

Chapter 2

page 14
daughter
Elizabeth
musical
piano
protect

page 15
check
map
mountain
Ricardo
Vega
write

page 16
anything
gotten
lodge
manager

page 17
country
doesn't
drove

page 18
deer
highway
there's

page 19
chair

page 20
cash
follow
gave

page 21
pocket
suppose

page 24
eat
license
shop

Chapter 3

page 25

page 26
headlights

page 27
beam
its

page 30

page 31

page 32
register
Walt

page 33
picture
repair
Roy

Chapter 4

page 34
Aaron

page 35
corner
return

page 36
waterfalls

page 37

page 38
music

page 39
ghost
play

page 42
bakery
Fisher
Trudy

page 43

Chapter 5

page 44

page 45

page 46

page 47
office

page 48
belong

page 49
shadow

page 52

page 53

page 54

Chapter 6

page 55

page 58

page 59

page 60

page 61

page 64

page 65

page 66

page 67

page 68

Chapter 7

page 69

page 72

page 73

page 74

page 75

page 76

page 77

page 78

Chapter 8

page 79

page 82

page 83

page 84

page 85

page 86

page 87

page 88

page 89

page 90

Book 6
147 words

Chapter 1

page 1

alarm
block
dump
really
shoot
slam
slingshot
stared
switchblade

page 2

ball bearings
guy
knife
Lonnie
Martin
mean
own
these
together
wrong

page 3

bring
cry
decide
different
dinner
kind
sandwiches
tomorrow
tonight

page 4

beam
dirt
led
pile

page 5

blanket
duck
hit
somewhere
teach

page 8

finally
folks
minute
slip

page 9

cook
course
dry
kitchen
sharp
shot
shower
wash
wear

page 10

brushed
careful
eyebrow
mom
spent

Chapter 2

page 11

born
each
finish
flyer
Korea
search
you're

page 12

able
began
clear
forget
near
settled
wild

page 13

dream
explore
field
horse
kept
tin

page 16

base
flight
hope
Kenneth

page 17

became
cousin
graduate
photograph
photographer
school
understand

page 18

academy
figure
genius
though
valley

page 19

blind

page 20

sometimes
teacher

page 21

Chapter 3

page 22

Ballard

page 23

biology
built
Dave
Manatee
skin dive

page 26

half
monk

page 27

page 28

cross
Indians
many
quite

page 29

ago
barn
contraband
fell
Frenchman
holding
I've
Joanna
Justin
Martineau
monastery
ruin
son
stone

page 30

page 31

page 34

Paul

page 35

against
breath

Chapter 4

page 36

zipper

page 37

because

page 38

page 39

basket
freeze
harbor
storm
yesterday

page 42

paved
rest
sight
trail

page 43

court
fallen

page 44

page 45

graveyard
hood

Chapter 5

page 46

raw

page 47

page 50

ride

page 51

page 52

page 53

page 54

page 55

Chapter 6

page 56

bee

page 57

clouds

page 60

page 61

wagon

page 62

crash

thunder

page 63

middle

page 64

stall

page 65

page 68

Chapter 7

page 69

page 70

page 71

page 74

page 75

page 76

page 77

page 78

Chapter 8

page 79

page 80

page 81

page 84

page 85

page 86

page 87

page 88

Book 7
139 words

Chapter 1

page 1
fine
I'd
ranch
rise
seven
startled

page 2
bright
early
shone
we'd
we've

page 3
driving
Lon
perhaps

page 4
build
cliff
narrow
north
quiet
wheel
worry

page 5
brought
circle
hey
limped
meant
orchard
past
spread
which

page 8
agree
certain
chicken
crazy
cut
ground
leaning
lucky
set

page 9
held
pasture
sack
shout
Taggert
tools

page 10
disappears
join
shoulder
strike
whisper

page 11
gear
hole
killed
wreck

Chapter 2

page 12
cave
ever
himself
story
while

page 13
picnic

page 14
below
fountain
silence
square
suggested

page 15
edge
entrance
path
pool
quarry
safe
shelf

page 18
bones
buried
cutlass
exclaimed
large
musket
scream
skeleton

page 19
age
cloth
leather
pirate
shovel
spot
treasure
wasn't

page 20
loose

page 21
beyond
bush
hiss
ship
stretching
they're

Chapter 3

page 24
crept
partner

page 25

page 26
coast

page 27
explain
hull
since

page 28
drawing
Jules

page 30
coin
French
gold
grandfather
jewel
merchant
sailor

page 31
flight
moon
outside

page 34

page 35

Chapter 4

page 36

page 37

page 38

page 39
slope

page 40
soddies

page 41
soddy

page 44
chest
upon

Chapter 5

page 45

page 46
diary

page 47
guard

page 48
attacked
Marauder
Plover
read

page 49
fill
smallbox

page 50
raft

page 51

page 54

station

Chapter 6

page 55

flares
signals
trap

page 56

page 57

burn
hay

page 58

page 59

page 60

page 61

page 64

Chapter 7

page 65

page 66

page 67

page 68

page 69

page 72

page 73

page 74

page 75

Chapter 8

page 76

twixt

page 77

message

page 80

pace
throne

page 81

page 82

page 83

alter
chapel

page 84

page 85

page 88

page 89

page 91

GPO 801-171-4

Book 8
106 words

Chapter 1

page 1
anchor
bell
buoy
damp
dawn
distant
ring
send
sir
sky
slippery
swift
switch
tiny
warning

page 2
add
danger
dense
felt
grin
lapping
matter
mystified
parents
pretty
sense

page 3
cruise
dodge
drift
grabbed
manage
shape
shut
somehow

page 4
crazy
onto
wet
widen

page 5
lounge
record
order
player
forward
gallery

page 6
anyway
cheerful
high-heeled
smell
word

page 7
demanded

page 8
Myrmidon

page 9
great

Chapter 2

page 10
deep
Porto Chino
shoal

page 11
already
begin
distance
flag
journey
lost
replied

page 12
heart
promise

page 13
wire

page 14

page 15
East
shawl

page 18
discover

page 19
color

page 20

Chapter 3

page 21
Lily
pond
star
Tsing
enchanted

page 22
nice

page 23
dish
learn

page 24
capital
city
enemy
force
Nham Tian
Wat

page 25
Nha
Yenfong
either

page 26
fudge

page 27
carton

page 30
bundle
explosive
stick
timer

Chapter 4

page 31

page 32
Vicente
village
meet

page 33
crown
ready
royal
sceptre

page 34
queen

page 35
company
fireworks
importing
pier
tea
warehouse

page 38

page 39

page 40

page 41
hut

Chapter 5

page 42

page 43

page 44
church

page 45

page 48

page 49

page 50
Maria
market

page 51
dusty
fruit

page 52

page 53
wooden

page 54

page 55
Tito

Chapter 6

page 56

page 57
fort

page 58

page 59

page 60

page 61

page 62

page 63

page 66

page 67

page 68

bong

Chapter 7

page 69

page 70

page 71

page 72

page 73

page 76

page 77

page 78

good-by

Chapter 8

page 79

page 80

page 81

galleon

page 82

page 83

page 84

page 85

page 88

page 89

page 90

Answer Keys for Questions

Book 1 - The Mystery of Morgan Castle

Chapter 1

1. dog-sitting
2. walk
3. dark
4. castle
5. cane
6. growls
7. Fritz
8. Fritz
9. Fritz

Chapter 2

1. Fritz
2. Fritz
3. Miss Wellington
4. Gabby

1. (c)
2. (c)
3. (d)
4. (c)

Chapter 3

1. Vinny
2. Lucy Wellington
3. Lucy Wellington
4. Lucy Wellington
5. Bill
6. Bill
7. Ross Morgan
8. Vinny
9. Bill

Chapter 4

1. branches
2. truck
3. garden
4. trees
5. tangled
6. mystery
7. castle
8. sea wall
9. Fritz
10. home

Chapter 5

1. true
2. false
3. false
4. false
5. true
6. true
7. false
8. false
9. false

Chapter 6

1. (c)
2. (c)
3. (a)
4. (d)
5. (c)
6. (c)

Chapter 7

1. Ross Morgan
2. Miss Wellington
3. Ross Morgan
4. Ross Morgan
5. Miss Wellington
6. Ross Morgan
7. Gabby

Chapter 8

1. Ross Morgan
2. money
3. basement
4. keep
5. frightening
6. cane
7. Ross
8. family
9. job
10. dog

Book 2 - The Mystery of the Marble Angel

Chapter 1

1. false
2. true
3. false
4. true
5. false
6. false
7. false

Chapter 2

1. money
2. Mr. Ellwood
3. dust
4. money
5. dent
6. home
7. the Summers' house
8. sell
9. trouble
10. hide

Chapter 3

1. Har
2. Vinny
3. Morgan Bay
4. old Jethro
5. cemetery
6. marble angel
7. cemetery
8. marble angel

Chapter 4

1. false
2. false
3. false
4. false
5. false
6. false
7. true
8. false
9. false
10. false
11. true
12. true
13. false
14. true
15. false

Chapter 5

1. (c)
2. (b)
3. (a)
4. (b)
5. (c)
6. (a)
7. (c)
8. (c)
9. (a)
10. (c)

Chapter 6

1. Holladay
2. steps
3. Mr. A. J. Holladay
4. the cemetery
5. bikes
6. boys
7. frightened
8. Holladays
9. marble
10. money

Chapter 7

1. (c)
2. (c)
3. (a)
4. (c)
5. (c)
6. (b)
7. (c)
8. (b)
9. (a)
10. (c)

Chapter 8

1. false
2. true
3. false
4. true
5. false
6. true
7. false
8. false
9. false
10. false
11. true
12. false

Book 3 - The Mystery of the Midnight Visitor

Chapter 1

1. mysterious
2. sleeping
3. sparkling
4. excited
5. interesting
6. silver box
7. missing
8. tennis
9. Admiral Lavendar
10. surprised
11. friend
12. trouble
13. Morgan Castle
14. in Morgan Castle

Chapter 2

1. false
2. false
3. true
4. false
5. true
6. false
7. false
8. true
9. true
10. false

Chapter 3

1. (c)
2. (c)
3. (c)
4. (b)
5. (a)
6. (c)
7. (c)
8. (b)
9. (a)
10. (c)

Chapter 4

1. (b)
2. (a)
3. (c)
4. (c)
5. (c)
6. (c)
7. (a)

Chapter 5

1. f	11. f
2. f	12. f
3. t	13. f
4. f	14. f
5. t	15. t
6. f	16. t
7. f	17. f
8. f	18. f
9. f	19. f
10. t	20. t

Chapter 6

1. excitedly
2. lucky
3. interesting
4. emeralds
5. necklace
6. historical
7. clipping
8. Mrs. Morgan
9. doghouse
10. historical
11. Sweeney
12. ballroom
13. window
14. sleeping

Chapter 7

1. (d)	7. (d)
2. (d)	8. (c)
3. (d)	9. (d)
4. (b)	10. (b)
5. (d)	11. (d)
6. (c)	12. (b)

Chapter 8

1. F.B.I.
2. to fix the dress
   to get a pin
3. the Morgan jewelry
   the necklace
   the emeralds
4. a lady
5. no pages in it
   the pages were out
   the pages were gone
6. a paint can
   some paint
   green paint

Book 4 - The Mystery of the Missing Marlin

Chapter 1

1. fog
2. Gabby
3. hearse
4. grease
5. captain
6. engines
7. Coffee Shack
8. closed
9. fishing boat
10. fog
11. loads
12. Banshee's crew
13. sand
14. marks

Chapter 2

1. f
2. f
3. t
4. t
5. f
6. t
7. f
8. t
9. f
10. t
11. f
12. t
13. f
14. t
15. f
16. t

Chapter 3

1. grease
2. morning
3. accident
4. looked
5. south
6. wished
7. night
8. fish
9. what

Chapter 4

1. t
2. f
3. t
4. f
5. f
6. t
7. f
8. f

Chapter 5

1. (c)
2. (a)
3. (d)
4. (c)
5. (b)
6. (d)
7. (a)
8. (d)
9. (b)
10. (d)

Chapter 6

1. (b)
2. (d)
3. (a)
4. (f)
5. (e)
6. (c)

Chapter 7

1. (d)
2. (a)
3. (c)
4. (d)
5. (b)
6. (a)
7. (c)
8. (c)
9. (b)
10. (d)

Chapter 8

1. f
2. f
3. t
4. f
5. f
6. f
7. t
8. f
9. t
10. f
11. f
12. f
13. t
14. f
15. f
16. f
17. f

Book 5 - The Mystery of the Musical Ghost

Chapter 1

1. t
2. f
3. f
4. t
5. t
6. f
7. f
8. f
9. f
10. t
11. f
12. f
13. f
14. f
15. t
16. t
17. f

Chapter 2

1. (b)
2. (c)
3. (c)
4. (a)
5. (d)
6. (a)
7. (d)
8. (b)
9. (d)
10. (c)
11. (a)

Chapter 3

1. (b) & (d)
2. (c)
3. (c)
4. (b)

Chapter 4

1. f
2. t
3. f
4. f
5. t
6. t
7. f
8. t
9. f
10. t
11. f
12. t
13. t
14. f
15. f

Chapter 5

1. sister
2. lodge
3. Germany
4. some shoes
5. sleeping bags
6. manager's office
7. Walt
8. ghost
9. bakery
10. Miss Wellington

Chapter 6

1. (c)
2. (d)
3. (b)
4. (c)
5. (c)
6. (a)
7. (b)

Chapter 7

1. hearse
2. coffee shop
3. Mr. Fisher
4. Elizabeth Wellington
5. Aaron Hand
6. dog
7. Castle Rock
8. country
9. Roy's Shoe Repair
10. shoes
11. face
12. accident

Chapter 8

1. t
2. f
3. f
4. t
5. f
6. t
7. f
8. f
9. f
10. t
11. t
12. f
13. t
14. t
15. f
16. f
17. t
18. f

Book 6 - The Mystery of Monk's Island

Chapter 1

1. f
2. f
3. f
4. f
5. t
6. t
7. f
8. t
9. f
10. t
11. t
12. f
13. f
14. t
15. t
16. f

Chapter 2

1. Dr. Cook
2. Lonnie Martin
3. Mr. Cousins
4. Lonnie Martin
5. Kenneth Martin
6. Kenneth Martin
7. Lonnie Martin
8. Mr. Cousins
9. Kenneth Martin
10. Dr. Cook
11. Mr. Cousins
12. Lonnie Martin
13. Dr. Cook
14. Kenneth Martin
15. Lonnie's mother
16. Bill
17. Vinny
18. Mark Cousins
19. Dr. Cook

Chapter 3

1. (b)
2. (c)
3. (d)
4. (b)
5. (d)
6. (b)
7. (b)
8. (a)
9. (d)

Chapter 4

1. understand
2. monastery
3. ruin
4. beams
5. court
6. puzzle
7. headstone
8. hood
9. an island

Chapter 5

1. f
2. t
3. t
4. f
5. f
6. t
7. f
8. f
9. t
10. f
11. t
12. f
13. t
14. f
15. f

Chapter 6

1. home
2. rowboat
3. a storm
4. boat landing
5. photograph
6. Monk's trail
7. Marks
8. contraband
9. Martineau place
10. old wagon
11. Martineau House
12. they would freeze
13. horse
14. the chair
15. Dave Ballard

Chapter 7

1. f
2. t
3. t
4. f
5. t
6. t
7. f
8. t
9. f
10. f
11. t
12. t
13. t
14. f
15. f

Chapter 8

1. Bill
2. Paul Martineau
3. Paul Martineau
4. Lonnie
5. Paul Martineau
6. Lonnie
7. Dave Ballard
8. Kenneth Martin
9. Paul Martineau
10. Paul Martineau
11. Dave Ballard
12. Dave Ballard
13. Lonnie

GPO 801-171-3

Book 7 - The Mystery of the Marauder's Gold

Chapter 1

1. f
2. t
3. f
4. t
5. f

Chapter 2

1. Dave
2. Bill
3. Taggart
4. Vinny
5. Dave
6. Vinny
7. Dave
8. Dave
9. Taggart
10. Dave
11. Vinny
12. Bill
13. Bill
14. skeleton
15. Taggart

Chapter 3

1. treasure
2. pilothouse
3. Paul and Lon
4. Lucky Strike
5. Taggart
6. ship
7. Paul's grandfather
8. the island
9. orchard
10. Lucky Strike

Chapter 4

1. f
2. f
3. t
4. f
5. t
6. f
7. t
8. t
9. f
10. f
11. f
12. t
13. f
14. t

Chapter 5

1. hulls
2. stone
3. fountain
4. chest
5. disappear
6. diary
7. partner
8. captain
9. deck
10. lantern

Chapter 6

1. E
2. C
3. D
4. G
5. B
6. F
7. A
8. L
9. K
10. M
11. H
12. I
13. J

Chapter 7

1. (c)
2. (d)
3. (c)
4. (c)
5. (b)
6. (c)
7. (b)
8. (e)
9. (d)

Chapter 8

1. D
2. F
3. A
4. E
5. B
6. C

Book 8 - The Mystery of the Myrmidon's Journey

Chapter 1

1. f
2. t
3. f
4. t
5. f
6. f
7. t
8. f
9. f
10. t
11. f
12. f
13. t
14. f
15. t

Chapter 2

1. (d)
2. (b)
3. (d)
4. (a)
5. (b)
6. (d)
7. (c)
8. (b)
9. (a)

Chapter 3

1. dark
2. the Lily Pond
3. safe
4. shoot
5. the Far East
6. the Nhas
7. America
8. Capt. YenFong
9. another boat
10. danger
11. canned food
12. box
13. stick

Chapter 4

1. shoal
2. shot
3. capital
4. gold
5. safe
6. pier
7. Shaw
8. Doctor
9. shoal
10. galley
11. promise
12. island
13. calm
14. mystified
15. Nham Tian
16. star
17. forced
18. lounge

Chapter 5

1. (c)
2. (b)
3. (d)
4. (c)
5. (b)
6. (b)
7. (a)
8. (b)
9. (d)
10. (c)
11. (b)

Chapter 6

1. f
2. t
3. t
4. f
5. f
6. t
7. t
8. f
9. t
10. f
11. t
12. t
13. f
14. t
15. f
16. f
17. f

Chapter 7

1. (c)
2. (g)
3. (a)
4. (e)
5. (f)
6. (b)
7. (d)

Chapter 8

1. Ham
2. Ham
3. Mrs. Nha
4. Tsing
5. Doctor Nha
6. Vicente
7. Ham

GPO 801-171-2

National Evaluation Committee

Helen Bain
Immediate Past President
National Education Association

Lyle E. Bourne, Jr.
Institute for the Study of Intellectual Behavior
Universiy of Colorado

Jeanne S. Chall
Graduate School of Education
Harvard University

Francis S. Chase
Department of Education
University of Chicago

George E. Dickson
College of Education
University of Toledo

Hugh J. Scott
Superintendent of Public Schools
District of Columbia

H. Craig Sipe
Department of Instruction
State University of New York

G. Wesley Sowards
Dean of Education
Florida International University

Benton J. Underwood
Department of Psychology
Northwestern University

Robert J. Wisner
Mathematics Department
New Mexico State University

Executive Committee

William R. Bush
Director of Program Planning and Management
and Deputy Director, R & D Center

Herbert J. Klausmeier, Committee Chairman
Director, R & D Center

Wayne Otto
Principal Investigator
R & D Center

Robert G. Petzold
Professor of Music
University of Wisconsin

Richard A. Rossmiller
Professor of Educational Administration
University of Wisconsin

James E. Walter
Coordinator of Program Planning
R & D Center

Russell S. Way, ex officio
Program Administrator, Title III ESEA
Wisconsin Department of Public Instruction

Faculty of Principal Investigators

Vernon L. Allen
Professor of Psychology

Frank H. Farley
Associate Professor
Educational Psychology

Marvin J. Fruth
Associate Professor
Educational Administration

John G. Harvey
Associate Professor
Mathematics

Frank H. Hooper
Associate Professor
Child Development

Herbert J. Klausmeier
Center Director
V. A. C. Henmon Professor
Educational Psychology

Stephen J. Knezevich
Professor
Educational Administration

Joel R. Levin
Associate Professor
Educational Psychology

L. Joseph Lins
Professor
Institutional Studies

Wayne Otto
Professor
Curriculum and Instruction

Thomas A. Romberg
Associate Professor
Curriculum and Instruction

Peter A. Schreiber
Assistant Professor
English

Richard L. Venezky
Associate Professor
Computer Science

Alan M. Voelker
Assistant Professor
Curriculum and Instruction

Larry M. Wilder
Assistant Professor
Communication Arts